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Teachers' strategies in teaching speaking skills and students' perception toward  
teachers' strategies at an English Education Department

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**TEACHERS' STRATEGIES IN TEACHING SPEAKING SKILLS AND  
STUDENTS' PERCEPTION TOWARD TEACHERS' STRATEGIES AT AN  
ENGLISH EDUCATION DEPARTMENT**

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**ABSTRACT:** Speaking English is considered as an important skill because it is a vital part in communication. Some students speak English in their daily conversation but there some students also lacked practice of speaking English, they were afraid of making mistakes, they did not have self-confidence. Seeing that phenomenon, this research aimed to see what teachers' strategies in teaching speaking skills? and 'what are the students' perceptions toward teachers' strategies in teaching speaking skill at an English Education Department?'. This research adopted descriptive research that selected a place at an English Education Department and selected two teachers and three students batch 2016 as the participants of this research. The participants were chosen through recommendation from the lecturer that taught the course. Regarding the strategies in speaking English, this research revealed four strategies, group discussion, group presentation, brainstorming, and role-play. Second, the students'

perceptions toward teachers' strategies in teaching speaking skill were role-play and group presentation strategy can improve the students' confidence in speaking, Second, brainstorming strategy makes the students easier to share their ideas in the class, role-play strategy allows the students to have more vocabularies, group discussion strategy makes the students to be more active and creative in the class, group discussion strategy makes the students to know how to be a good teamwork, brainstorming strategy can help the students recall learnt materials and brainstorming strategy makes the students feel easier to do the task.

*Keyword:* Teachers strategies, Speaking skill, Students perception

### **Background of the Research**

Speaking is the most common and important as a means of providing communication among humans. Speaking English is important for interaction in airports, market, hospitals, schools, restaurants, train station and shopping center. In learning English, both teachers and students have some strategies to teach or improve students' speaking skill. According to Reiser and Dick (1996), teachers can use different strategies of teaching to achieve teaching-learning objectives. Strategy itself makes students easier to achieve their ability, because in speaking, students do not only master pronunciation or vocabulary but also know the strategies which are appropriate for them.

Based on the researcher's experience, there are some problems which are faced by students at an English Education Department in speaking English. The

students lack self-confidence, inadequate opportunities to speak in the class, shyness, nervousness, fear, having low vocabularies, anxiety to speak and share their ideas using English in the class. The students need creative and interesting strategies that can arise them to speak English fluently. From explanation above, the researcher is interested to know:

1. What are teachers' strategies in teaching speaking skills at English Education Department of UMY?
2. What are the students' perceptions toward teachers' strategies in teaching speaking skill at English Education Department of UMY?

### **Research Design**

This research used descriptive qualitative to analyze the data. According to Merriam (1998), that most of the report of a qualitative study is elaborated totally in a description. This method was suitable for this research as it is to investigate more about the strategies that teachers used in teaching speaking at an English Education Department and the students' perception related to the teachers' strategies. Therefore, using qualitative is appropriate for this study.

### **Setting and Participants of the Study**

The setting of this research was at an English Education Department and the participants for this research were two teachers and three students batch 2016.

### **Findings and Discussion**

## **1. Teachers' strategies in teaching speaking skills at an English Education**

### **Department**

Based on the interview, the researcher found out there are fourth strategies for teachers in teaching speaking skill that were used by the teachers at an English Education Department.

**Group Discussion strategy.** The researcher found that group discussion strategy can be used to improve students' speaking skill. Both of teacher participants believe that group discussion can help students in improving speaking skill.

Participant named Ms. Dian stated that "I used discussion, but not in every meeting because I think discussion is not enough to support them in conversation". On the other hand, Ms. Rita stated that "Discussion and presentation are used but not in every meeting". In applying the group discussion, Ms. Rita argued that she uses group discussion only when it is related to the certain topic taught. According to Kidsvatter (1996), a small-group discussion divides the large classroom into small groups of students to achieve specific objectives that permits students to have responsibility for their own learning, develops social and leadership skills and gets involved in an alternative instructional approach.

**Brainstorming strategy.** The data shown that teachers participants believe that brainstorming strategy can help students improve their speaking skill. The participant named Ms. Dian stated that "I used brainstorming before they start to create a weekly conversation". The teachers give some topics or information related to the study for the students. Then, the students should be doing brainstorming for the

topic that has been chosen. Next, Ms. Rita stated that “I will use mixed strategy, it depends on learning objectives, but there is a strategy that I usually use, it is brainstorming”. Furthermore, brainstorming makes students build their confidence and practice before they start the class. Brainstorming has a great importance in teaching process.

**Group Presentation strategy.** Another strategy that is used by the teachers of English Education Department to improve students’ speaking skill is group presentation. The data showed that, participant named Ms. Dian stated, “When students have a task to do within the group, I usually use group presentation”. Hence, students can get a lot of new information and they have a chance to enhance their speaking skill. Meanwhile, Ms. Rita stated that “Students usually share things about the tasks and feelings through presentation in the class”.

**Role-Play strategy.** The data shows that, participant named Ms. Rita stated that “Students are more enthusiastic if I teach using role play”. In applying role play, Ms. Rita uses familiar topic for her students. role play is a fun activity where students’ attention can be drawn to study. According to Joyce and Weil (2000), role-play as teaching strategy offers several advantages for both teachers and students. Students will be interested in learning and discussing the topic and teachers find it easy to transfer the knowledge. Teachers should decide some familiar topics for students, so students can practice it to make the learning process run effectively and achieve the learning goals.

## **2. Students' perceptions toward the teachers' strategies in teaching speaking skill at an English Education Department**

From the data, the researcher found some perceptions toward the teachers' strategies in teaching speaking skill at an English Education Department.

**Role-play and Group Presentation strategy can improve the students' confidence in speaking.** Based on the finding of the interview, participant named Mr. Tama stated that "Role play can help me to improve my speaking skill and can be more confident in speaking because the students always practice not only with their friends but also with the teachers" and then, Participant named Ms. Rani also stated that "Group presentation can improves the students' speaking skill especially in communication using English language and help the students improve their ability so, the students do not feel afraid to talk in English". Furthermore, participant named Mr. Edo also stated that "The students' speaking skill is improved and also they get more confidence to speak in English because sometimes the students practice with their friends". According to Budden (2006), role-play is any speaking activity when you either put yourself into somebody else's or put yourself into an imaginary situation.

These statements are from all participants: Participant named Mr. Tama stated that "Group Presentation teach me how to be a good presenter in front of the class and teach me how to be more confident when I speak up in front of my friends and my teachers". Then, Participant named Ms. Rani also stated that "a group presentation makes me more confident speaking in front of my teachers and friends in

the class”. The last participant named Mr. Edo also stated that “Group Presentation makes the students more confident in speaking in front of the class”. According to Raffini (as cited in Bandura, 1977) self-confidence has been defined as appreciating one’s own worth and importance, having the character to be countable for oneself and acting responsibly towards others. In addition, according to Al-Issa and Al Qubtan (2010), oral presentation is one activity which can encourage students to take initiative and use language creatively, purposefully, and interactively. Thus, the students are taught to improve their creativity through language.

**Brainstorming strategy makes the students feels easier to share their ideas.** Participant one named Mr. Tama stated that “Brainstorming helps me find the idea and makes me more confident in sharing ideas with friends”. Then, participant two named Ms. Rani also stated that “brainstorming allows me to share ideas easier, for instance, when we have a group presentation assignment, the students share and write down ideas into slides presentation”. According to Mc Coy (1976), brainstorming makes a strong argument in favor of learning problem-solving skills to reduce anxiety.

**Role-play strategy makes the student have more vocabularies.** Speaking English well and having more vocabularies are very helpful for students in improving their speaking ability. It is described by participant one, Mr. Tama, who stated that “I can get new vocabulary from role-play strategy”. Then participant three named Mr. Edo also stated that and “I obtain more vocabularies from role-play”. According to



Webb (2002), productive vocabulary can be addressed as an active process, because the students can produce the words to express their thoughts to others.

**Group Discussion strategy makes the students more active and creative in the class.** Here is the statement of participant one named Mr. Tama who stated that “Group discussion makes the students to be more creative because many interactions happen with their friends”. Participant two named Ms. Rani stated that “Group discussion makes the students more active and imaginative in the class because the students have to share their ideas in a forum discussion”. According to Wood (1998), the students want to be a part of the group and do not want to stand alone. In a group, the students to express ideas and feeling in creative ways.

**Group Discussion strategy makes the students know how to be good teamwork.** Here, is the statement from participant three named Mr. Edo, “Group Discussion teaches the students how to work in a group and makes them feel easier in learning speaking skill”. In addition, according to Fredrick (2008), further observes that for students engaged in teamwork, however negotiating authority with peers and managing conflict are not simple; nor are the issue the same as those issues that workplace teams face.

**Brainstorming strategy can help the students to recall learnt materials.** Here is the statement from the participant three named Mr. Edo who stated that “Brainstorming can help me recall again about the last week subject that I have

learned”. Brainstorming is to foster and enhance communication skills, helps to promote thinking and decision-making skill as well as fosters different viewpoints and opinions. According to Jarwan (as cited in Al Mutairi, 2015) brainstorming means, the use of brain to the active problem solving and the session aims to develop creative solution to problems.

**Brainstorming strategy makes the students feel easier to do the task.**

Teachers’ strategies can help students in many ways such as improving their speaking skill, being confident and helping them to speak up. Besides that, based on the research finding, there was one participant, Mr. Edo who said that, “Brainstorming makes me easier to do the task like essay”. Hence, the students feel easier to do anything after they know the teachers’ strategies. According to Crawford (2005), brainstorming can help “open students’ minds”, so they can think of ideas that might not normally have occurred to them.

Based on the ideas above, it could be summarized that people are able to think more freely and think of many spontaneous new ideas as possible. It means that, the aim of brainstorming process is to open students to the possibility of discovering new ideas and find the solution around a specific problem.

**Conclusion**

This study presents two main discussions. The first is teachers’ strategies in teaching speaking skills at an English Education Department. Second, the students’

perceptions toward teachers' strategies in teaching speaking skill at an English Education Department. This study adopted qualitative research design and employed descriptive qualitative as a research method. The researcher conducted this study since November 2016 to May 2017. The findings of this study have addressed two research questions and they are described in the following paragraph.

First, this study reveals the strategies used by some English Education Department teachers in teaching speaking skill. Based on the result of interview, the researcher gained some information related to the strategies of teaching speaking skill, including role-play, group discussion, group presentation and brainstorming and there are some statements from the students' participant about teachers' strategies in teaching speaking skill. They are: first, teachers' strategies can improve confidence in speaking skill. Second, teachers' strategies can make the students feels easier to share their ideas. Third, the students' vocabulary mastery becomes enhanced. Fourth, the students can be more active and creative in the class. Fifth, the students know how to be good teamwork. Sixth, teachers' strategies can help the students recall learnt materials. The last, the students feel easier to do the task.

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