

**A CASE STUDY ON TEACHERS' STRATEGY IN SPEAKING CLASS
AT RUMAH ILMU**

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By

HAFIZ GHULAM

ID No. S400180036

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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Oleh

HAFIZ GHULAM
NIM : S400 180 036

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Dosen
Pembimbing



Agus Wijayanto, M.A., Ph.D
NIDN : 0609096801

A CASE STUDY ON TEACHERS' STRATEGY IN SPEAKING CLASS AT RUMAH ILMU

By

HAFIZ GHULAM
NIM : S 400 180 036

The Board of Examiners

Supervisor


Agus Wrijayanto, M.A., Ph.D
NIDN : 0609096801

Co-Supervisor


Prof. Dr. Endang Fauziati, M.Hum
NIDN : 0615035701

Examiner


Mummaroh, M.Hum., Ph.D
NIDN : 0610056803

Has been examined by the board of examiners on 20 February 2021. All feedback, corrections, and suggestions recommended by the examiners have been considered and revision has been accordingly made by the student.



The Director of Graduate School
Universitas Muhammadiyah Surakarta


Prof. Dr. Bambang Sumardjoko
NIDN : 0014056201

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HAFIZ GHULAM

S400180036

ABSTRACT

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The aim of this research is to describe the strategy used by English teachers' in teaching speaking at Rumah Ilmu and the factors that influence the teachers' strategy in teaching speaking at Rumah Ilmu. This study uses a descriptive qualitative as the method of the research. The subject of this research this study are English teachers of Rumah Ilmu Surakarta. The technique of collecting the data are observation, interview and document. The observation, interview and document are dealing with the strategy used by English teachers' in teaching speaking and the factors that influence the teachers' strategy in teaching speaking at Rumah Ilmu. The data analyzed using using interactive model of data analysis including collecting the data, reducing the data, presenting the data and also drawing conclusion

The result shows that some of the main strategies most often used by English teachers in Rumah Ilmu to improve students' speaking skills are role play, simon game, drilling, outdoor activity, direct strategy, and giving motivation. Between one teacher and another teacher have different application in using various strategies because each teacher teaches different. There are several factors that influence the teacher in applying several strategies that have been determined by the teacher. These factors include, the curriculum, learner's learning style, infrastructure in course, and the ability of learners to receive lessons

Keywords: Case Study, Teacher's Strategy, Speaking.

ABSTRAK

Ghulam, Hafiz. S400180036. "Studi Kasus Strategi Guru di kelas Speaking di Rumah Ilmu". Tesis. Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Surakarta hfzghlm@gmail.com. Pembimbing : Agus Wijayanto, M.A., Ph.D. 2021

Tujuan dari penelitian ini adalah untuk mendeskripsikan strategi yang digunakan guru bahasa Inggris dalam mengajar speaking dan faktor-faktor yang mempengaruhi strategi guru dalam mengajar berbicara di Rumahku Ilmu. Penelitian ini menggunakan metode penelitian deskriptif kualitatif. Subjek penelitian ini adalah guru Bahasa Inggris di Rumah Ilmu Surakarta. Teknik

pengumpulan dalam penelitian ini yaitu observasi, wawancara dan dokumen. observasi, wawancara dan dokumen berkaitan dengan strategi yang digunakan oleh guru bahasa Inggris dalam mengajar speaking dan faktor-faktor yang mempengaruhi strategi guru dalam mengajar speaking di Rumah Ilmuku. Analisis data menggunakan model analisis data interaktif yang meliputi pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa beberapa strategi utama yang paling sering digunakan oleh guru bahasa Inggris di Rumah Ilmuku untuk meningkatkan keterampilan berbicara siswa adalah role play, simon game, drilling, outdoor activity, direct strategy, dan pemberian motivasi. Antara guru yang satu dengan guru yang lain memiliki penerapan yang berbeda dalam menggunakan strategi karena setiap guru mengajar berbeda. Ada beberapa faktor yang mempengaruhi guru dalam menerapkan beberapa strategi yang telah ditentukan oleh guru. Faktor-faktor tersebut antara lain, kurikulum, gaya belajar peserta didik, sarana prasarana kursus, dan kemampuan peserta didik untuk menerima pelajaran.

Kata Kunci: Studi Kasus, Strategi Guru, Speaking

1. INRODUCTION

Speaking becomes the most important skill because it is needed in daily life for communicating easily and effectively. Speaking is also considered to be the most important skill that must be mastered well in learning a new language. When learners speak, they interact and use the language to express their ideas, feeling, and thought. They also share information through communication and need to find the most appropriate words and correct grammar to express meaning accurately and specifically. They also need to organize the discourse to make the listener understand what they intended to.

However, speaking a foreign language is not an easy skill to be mastered or is not easy to communicate the target language, especially when learners have little understanding about reluctant, hesitant, fear of making mistakes, or lack adequate (Fauzan, 2014). Furthermore, Hadijah (2014:1) said that the students' reason for facing the problems on English speaking

English is not only having limited knowledge on the components of speaking skills including pronunciation, grammar, vocabulary, fluency, and comprehension but also they have their reasons, such as shy to perform speaking, lack of self-confidence, lack of speaking practice, time management, speaking material, and exposure problems.

Teachers' strategies are important aspects of a teaching-learning process. In the teaching-learning process, the strategies are activities that should be done both teacher and learner to get learning activity to become more effective and efficient. The teachers have to apply appropriate strategies in delivering materials in speaking class. The strategies which are used by the teacher have to match for the learners' ability and condition to stimulate learners speaking better. Therefore the strategies provide learners with ability, to express themselves in the target language, to cope with basic interactive skill like exchanging greeting and thanks and apologies, to express his needs, and to request information and services.

There are many strategies applied and developed in teaching and learning. The strategies employed to achieve the ability to write and speak would be different because the goals of each skill are not the same. Writing is focused on the ability to produce written language, whereas speaking is focused on producing oral language. Moreover, the strategies for teaching English skills should be made appropriate for each skill in order to attain the expected outcomes. The learners need a suitable strategy in gaining the materials from the teacher. The strategies which are used by the teacher have

to match for the students' ability and condition. The speaking strategies help the teacher to conduct teaching speaking better.

According to Bashir et al (2011: 39), speaking strategies used by teachers consist of using minimal responses, recognizing scripts, and using language to talk about language. Using minimal responses means the teacher tries to help the students who a language. Although the learners cannot understand their conversation partners' language, they should not be shy. They have to try to clarify the conversation. Mistakes in speaking often happen, but the mistakes lead the learners to create speaking better.

Nowadays, many English courses place are available anywhere in regions. Because learners want to enhance their English speaking ability are provided by a lot of facilities in which they can learn from. General English courses are designed to improve from a beginner level of English in every aspect. Each lesson has clear objectives that contribute to the overall progress and moves to the closer to achieving language goals. The learners need an appropriate strategy in gaining the materials from their teacher. The strategies which are used by the teacher have to match for the learners' competence and condition. Therefore, appropriate teachers' strategies really help the students to conduct learning speaking better.

By looking at the phenomena above, thus, this study is important to be conducted. It is because, in the English learning process, a teacher is the main source who provides the strategies to the students. They have an important role in improving the students' speaking skill; it is possible by providing suitable strategies to get the best outcome. Based on the

explanation above, the researcher is interested to carry out the research entitled “A Case Study on Teachers’ Strategy in Speaking Class at Rumah Ilmuku “

2. METHOD

This research used a descriptive qualitative as the type of research. Nurkamto (2004: 3) states that a descriptive research describes and interprets events, condition, or situation, of the present. A qualitative research is also research method based on post-positivism and naturalist paradigm. The qualitative research has some characteristics; (1) the objects observed are process and value; (2) most of data are words; (3) when collecting data, the researcher actively interacted with the data sources; (4) the data are analyzed inductively; (5) the result of the research cannot be generalized.

The aim of descriptive research is to provide as accurate account as possible about what is the current practice, how learner do learn, how teachers do teach, what classroom looks like, at the particular moment in particular place. A qualitative research is also a research method is based on the naturalist paradigm that has some characteristics. First, the realities are multiple and holistic. Second are interactive and inseparable. Third, hypothesis is bounded by time and context. Fourth, the causes and effect are impossible to be distinguished. Fifth, the inquiry is value-bond.

The researcher conducted at Rumah Ilmu, An English course in Pekalongan, Central Java. The researcher chose the course, because the course had a special program to master speaking in English. It is also one of biggest course in Pekalongan. Besides, the teachers or “Tutors” had various

strategies that help learners to feel comfort in the class and develop and master speaking skill. Therefore, it possible makes change learners' speaking skill and achievement.

The sources of the data in this research included events, informant, and documents. The events mean all of the activities occur during teaching and learning process can be characterized as event The event in this research was in the form of teaching and learning activities of English in speaking class especially at Rumah Ilmuku. Informant is considered as person who gives the researcher data when doing the research. In this research, the informant are teachers or "Tutors" and students as the information of the research.

The research used observation interview and documentation as the techniques of collecting the data. The researcher did the observation to know teachers' strategy in speaking class at Rumah Ilmu.. The observation in this research focused on the teaching process in speaking class Rumah Ilmu. The researcher observed teachers and students' activities and events that happened in speaking class. The research used structured interview by giving the list of questions which related to the research problems. The researcher did an interview to teachers and students. The topic of interview is about teachers' strategies in speaking class and factors that influence students' speaking skill. The document in this research is teachers' handbook. However, it was not the main instrument, it was as a supporting instrument to know teachers' strategies in speaking class.

This research used data sources triangulation. In this research, the researcher took the data sources from teachers and students at Rumah Ilmu

(an English course in Pekalongan). In validating the data, the researcher compared the data of observation, interview, and document. After observing the process of teaching English in the class, the researcher did cross-check by the theories.

3. RESULT AND DISSCUSION

3.1. English Teachers' Strategies in Teaching Speaking

Speaking is the most important skill and mastery of speaking skills in English is important for second and foreign language learners. But, in real learning process, most of learners were still passive doing conversation or discussion in speaking lesson. Based on the result of observation and interview to teachers at Rumah Ilmuku, the research found the teachers used Role Play, Telling Story, Drilling, and Outdoor activities to increase learners' confidence in speaking English.

3.1.1 Role-play

Role Play is a technique that involves learners taking on a role and carrying out a discussion with each person playing their role. Role-play is an activity in the learning process which is learners should not be worry, because, in this activity, the real situation of life will be created. It can help learners play with a personal problem. It allows learners to be spontaneous by releasing creative energy. On the other hand, Role play can be a quite simple and brief technique to organize.

3.1.2 Simon game

Simon game is a children's game for three or more players. One player takes the role of "Simon" and issues instructions such as "jump in the air" or "stick out your tongue" to the other players, which should be followed only when prefaced with the phrase "Simon says". Players are eliminated from the game by either following instructions that are not immediately preceded by the phrase, or by failing to follow an instruction which does include the phrase "Simon says". It is the ability to distinguish between genuine and fake

commands, rather than physical ability, that usually matters in the game; in most cases, the action just needs to be attempted.

3.1.3 Drilling

Drilling is used to develop learners' vocabularies mastery because the first goal for learners in English program was they could practice the language in daily activities. Therefore, to reach the goal, the teachers used drilling strategy to comprehend learners' speaking skill.

3.1.4 Outdoor Activity

Outdoor Activity is done outside a house or building. Outdoor activities mean learners' activities that are done outside the classroom to lose boredom in order to get more motivation to learn something. This is not done every time they have an English class, but it is conducted only as a variation of teaching, therefore the learners are not bored with the monotonous method of studying English.

3.1.5 Direct Teaching

Direct Teaching aimed to develop learners' skill, especially learners' comprehension about target language. The teachers explained in detail about the instruction and also guide the learners during learning process directly.

3.1.6 Giving motivation

Motivation is a mental state that encourages people's actions and activities. When giving motivation to the learners, the key to giving motivation is teachers should know how to build learners' motivation by knowing what the learners want to achieve in the class. Some of them may worry a lot about the grade; some of them may want to explore their idea in the class. Therefore, motivation is an important aspect of each learner to reach the goal of the study.

3.1 Factors Influence the Teachers' Strategies in Teaching Speaking

3.1.1 Curriculum

The curriculum is one of the very important things that teachers need to pay attention to when teaching because, with the curriculum, the teacher has a reference for making a lesson main goal. How to make learners able to practice English in daily life or at least when in class, during the learning process teaching English lessons with limited time given, namely 4 hours of lessons or 2 times face to face each week.

3.1.2 Student Learning Style

Every learner must have their learning style that is different from one learner to another. A teacher must know the learning style of the learners who are taught so that teacher can determine the right way to deliver the material so that the material can be conveyed well and can be accepted by learners well too. There are many kinds of learning styles that are possessed by learners, even if it is possible; one learner has two or more learning styles.

3.1.3 Course Infrastructure

The existence of complete infrastructure would greatly support the implementation of teaching and learning activities well. Conversely, when the infrastructure was not complete, it would cause teaching and learning activities. Examples of facilities in schools include libraries, laboratories, projector screens, tables, chairs, blackboards, and others. For example, some teachers always used LCD projectors in learning activities. Whereas in some classes the LCD projector

had not been installed, so with this, the learning would not run according to the teacher's plan.

3.1.4 Learner's Ability

The ability of learners to receive learning material is also different. Some learners have just been explained once they have understood. There are also explained two or three times that learner can understand, there are those who have been explained many times, learners do not understand, and there are learners who can understand when students directly practice. This is caused because the abilities possessed by each learner are different. So, the teacher must choose the right strategy to teach learners.

3.2 Discussion

3.2.1 English Teachers' Strategies in Teaching Speaking at Rumah Ilmu

The success or failure of the teacher in teaching speaking was largely determined by how the teacher taught or was called the teachers' strategy in teaching. It could be said that the strategies that used by the teacher in teaching speaking were very influential and helpful for the learners and the strategies were very interest to be implemented to improve speaking skill. Learners had a lot of opportunities to practice speaking and had active involvement in speaking. In teaching speaking, the teacher mostly used some strategies discussion, role-plays and simulations, and games. It could be an enjoyable experience for both teachers and learners.

The first strategy used by the teacher to help learners in learning speaking is Role-play. Role-play was a technique that involves students taking on a role and carrying out a discussion with each person playing their role. Role-play could help learners play with a personal problem. It allowed learners to be spontaneous by

releasing creative energy. However, role play could be a quite simple and brief technique to organize. In playing their role for the first time learners would be nervous when they had to do in front of others, especially the teacher, but with time, the more role-plays that they did, the more proficient and confident they would become.

The second was Simon game. Simon game was a children's game for three or more players. One player took the role of "Simon" and issues instructions such as "jump in the air" or "stick out your tongue" to the other players, which should be followed only when prefaced with the phrase "Simon says". Players were eliminated from the game by either following instructions that are not immediately preceded by the phrase, or by failing to follow an instruction which included the phrase "Simon says". It was the ability to distinguish between genuine and fake commands, rather than physical ability, that usually mattered in the game; in most cases, the action just needed to be attempted. .

The third strategy was Drilling. Drilling technique is a technique for teaching language through dialogues which emphasize on the learners' habit formation by repetition, memorizing grammatical structures, and tense transformation, using the target language and the culture where the language is spoken. On the other hand, drill means forcing the students to use the target language. Based on the data obtained by researchers, the researchers concluded that to speak in English the teacher must emphasize and pay special attention to learners because the expectations of language learning were how learners can use the language in their daily lives. So that the teacher must train learners to use English as often as possible, especially when the learning process.

The fourth strategy is Outdoor activities. Outdoor activities are activities that can be done by people to lose the feeling of boredom. It is more interesting than indoor activity because these activities are conducted outdoor. When learners are outdoor activities learners can get more motivation to learn something. In outdoor, the learner can do many activities, such as running, jumping, observing, and other activities. So, when the learners study in the real world, they can understand easily the information or materials because they can do in both study and outdoor activity.

Furthermore, the researcher interprets that outdoor activity is effective for learners, especially for learners who have kinesthetic learning styles, learners will be freer to express because of a different atmosphere, which is usually only in the classroom. However, the teacher must also control all learners so that outdoor activities give more positive results and students do not interfere with other classes taught in the classroom.

The fifth is Direct Teaching Strategy. Based on the phenomena that happened at Rumah Ilmu indicates that using the Direct Strategy in teaching can improve the students' speaking skill. The improvements showed that learners are motivated because they have some activities that help them to be confident to speak. The learner also memorized the target structure well. Besides, in terms of speaking skills, their skills increased during the teaching and learning process. Therefore, they understood better in receiving some vocabularies and they can memorize them.

Based on the phenomena that happened in Rumah Ilmu, the researcher found data that the teacher gave many examples of positive, negative, and

question sentences. Then the teacher gives a formula or pattern in making each sentence or changing positive sentences to negative and interrogative sentences. With such a learner, it will be easy to insert a sentence and will not feel confused about what should be said. Previously, the teacher also ensured that students had to master the vocabulary related to the material using the teacher displaying a new vocabulary on a sticky LCD projector with its meaning.

The teacher always motivates learners in each lesson, because motivation from the teacher is needed to improve the learning spirit of the learners. Many learners whose learning enthusiasm is low, especially if learners have brought problems from home to school, such as, fighting with people, having problems with friends, feeling very difficult with learning material that causes the learning spirit of learners to decline.

Besides, to improve learners' speaking motivation, the teacher must also be a model or example in the class during the teaching and learning process. When teaching, teachers as often and as much as possible use English. Although only a few students understand the teacher's explanation, but often with a teacher using English, learners are also more familiar with the words that are often used by the teacher, which will eventually make learners slowly become familiar.

3.3.2 The Factors Influence the Teachers' Strategies at Rumah Ilmu

The choice of strategy in teaching speaking skills needs to consider many things, because not all learning strategies would be suitable when used in teaching speech and a strategy will also have different effects if implemented in a class. There are several factors that are considered by the English teacher in Rumah

Ilmu in choosing a strategy to teach speaking, school curriculum, learners' learning styles, course infrastructure, and learner's ability.

The first factor is school curriculum, it is one of the factors that is very noticed by the teacher because the curriculum is a reference for teachers in making plans for teaching and learning activities at each meeting. Therefore, the teacher must understand all the material that must be mastered by students in a certain time that has been set in the curriculum. In the K13 curriculum in English subjects, students are expected to be able to use English in life because the purpose of learning languages is how people can communicate well with others. How to make learners able to use English when speaking is one of the challenges for an English teacher in Rumah Ilmu. Because of the majority and almost all learners are native Javanese who always use Indonesian or Javanese in daily communication.

The second factor is learners' learning style. Each learner certainly has a different learning style, which certainly requires different teaching methods because the way students receive material also varies. Therefore, the teacher must understand the learners' learning style so that the teacher is not mistaken in delivering material to learners. For example, when in a class the majority of learners have a kinesthetic learning style, then the teacher cannot invite learners to outdoor activity learning because learners who have kinesthetic learning styles are very active and difficult to control or learners will interfere with other classes who is studying in the classroom.

Learners who have kinesthetic learning styles will be easier to control during the learning process in the classroom, even though there are still active

ones. Teachers usually give confidence to learners who have kinesthetic learning styles so they can be more controlled and feel responsible. Actually in a class, there must be only two or learners who are active but students who have a kinesthetic learning style will influence and disrupt the concentration of other friends' learning. So it needs special attention in teaching. While learners who have a visual learning style, who tend to be calmer in learning, able to concentrate long and can receive teacher explanations well will be more suitable if studying outside the classroom so as not monotonous, not sleepy, not bored and not tense in learning. Because, even though learners who have a visual learning style can be more silent in the classroom, but learners feel tense. Therefore, sometimes it takes a more fun atmosphere and enjoy it. It's just that, outdoor activity requires a lot of time to condition learners while still in the classroom and the process when outdoors.

The third factor considered by the teacher is course infrastructure. It is undeniable that there is or not, complete and not the infrastructure in schools to be one of the factors that determine the success or failure of a process of teaching and learning activities. The more complete the infrastructure provided by the school, the teaching and learning activities will also be more maximal. Infrastructure facilities that support the process of teaching and learning activities include language laboratories, labs, libraries, LCD projectors, comfortable classrooms, and complete class facilities.

4. CLOSING

The last factor that becomes the teacher's consideration in determining learning strategies is the learners' ability. A teacher must understand that each student has different abilities in receiving material. The teacher cannot assume

that all learners have the same ability. Some learners have just been explained once they can immediately understand, some just understand if explained two or three times, and even some of them have been explained repeatedly, but are easy to forget or even do not understand. So the teacher must be able to adjust his teaching strategy to the abilities of learners.

In Rumah Ilmu, in each class level there must be upper and lower classes. The treatment of teachers in teaching upper and lower classes certainly uses different methods even though the strategy is the same because of the ability of learners to receive multilevel subject. In the upper class, the teacher only gives an example once, learners can immediately understand. However, it is different from the lower class that have to repeatedly set and give examples by using simple, familiar words and easy to understand.

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