

THE ANALYSIS OF ENGLISH TEACHER STRATEGIES TO IMPROVE STUDENTS SPEAKING ABILITY AT SMP YP KELUARGA PEMATANGSIANTAR

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Abstract

This research aims to analyze the strategies used by English teachers to improve students speaking ability at SMP YP Keluarga Pematangsiantar. The participants of this research are two English teachers who teach in grades 7th and 8th. The research was conducted using a qualitative descriptive method. The subjects of this research were two English teacher who teach in SMP YP Keluarga Pematangsiantar. Data were collected through interview with two English teachers and observation in the classroom. The data of this research were observation sheet and interview transcript. The data were analysed by using data display, data reduction, and conclusion drawing proposed by Sugiono. The result of this research, the researcher identified three strategies apply by teachers to improve students speaking ability, namely discussion strategy, roleplay strategy, and storytelling strategy. The discussion strategy help students to express their ideas, listen to other students, and think critically. The roleplay strategy allows students to practice English in real life situations, making the learning process more enjoyable and interactive. The storytelling strategy encourages students to organize and share ideas clearly, helping them to build confidence and fluency in speaking. In conclusion, students speaking ability improves not only in terms of vocabulary and pronunciation, but also in terms of motivation, confidence, and willingness to speak English. The implementation of these strategies has proven effective in creating a supportive learning environment where students feel encouraged to actively use English in daily conversation.

Keywords: *Speaking Ability, English Strategies, Language, English Learning.*

I. INTRODUCTION

The Background of Research

Education is an essential process in shaping intelligent and high-quality human resources, including in terms of knowledge, attitudes, and skills. This aligns with the National Education System Law No. 20 of 2003, which states that education is a conscious and planned effort to create a learning environment that allows students to actively develop their potential. One important aspect of education is language mastery, particularly English, which serves as an international language in global communication (Wati et al., 2022).

Language is a primary tool used by humans to convey ideas, emotions, and information. Herawati & Istinganah (2022) emphasize that language is crucial for humans as social beings to interact and build harmonious relationships in daily life. In a global context, English is a key medium that facilitates communication across nations. Therefore, mastering English is vital, especially in the fields of education, science, and technology (Riadil, 2020).

In Indonesia, English is taught as a foreign language (EFL) from elementary to higher education levels. However, speaking is often the most challenging skill for students to master. According to Syahidah Turada (2021), speaking is an essential skill that students must acquire



to express ideas, opinions, and information clearly and effectively. Unfortunately, many students face difficulties in speaking English due to a lack of confidence, limited vocabulary, minimal real-life practice, and an unsupportive learning environment (Firharmawan & Elfira, 2023).

In overcoming these challenges, the role of teachers is crucial. Teachers are expected to create creative, engaging, and enjoyable learning experiences to motivate students and encourage them to speak English confidently. Appropriate teaching strategies can help improve students' speaking abilities while also building their self-confidence. As students have different abilities and challenges, teachers need to select strategies that match their students' needs and characteristics.

The Problem of Research

As for the problems contained in the background above, the researcher puts forward the main problem that will be the core of the discussion in this thesis, as follow: "What strategy are used by English teachers to improve student speaking ability?" And "How do English teachers apply the strategies to improve student speaking ability?".

The Objective of Research

In discussing this title, the researcher will put forward a thing that is the main objectives of the research as follow: "To find out how the strategies used by English teacher in teaching speaking to improve student speaking ability" and "To find out how the English teacher to apply the strategies in teaching speaking."

II. THE REVIEW OF LITERATURE

The definition of Speaking

Speaking is an important skill in learning English, which involves the ability to communicate effectively in verbal situations. Speaking ability is one of the basic skills in language learning which is often considered as a measure of success in mastering a language. According to Adince Banani et al., (2024), Speaking is a form of oral communication that serves as a fundamental tool for expressing ideas, thoughts, and emotions. Tarigan (2007) explains that speaking develops early in life after listening and plays a vital role in conveying messages and maintaining social interaction. According to Firmansyah and Fegian (2019), in (Saputra et al., 2023), argues that speaking holds paramount importance in the English language as it serves as the fundamental basis for effective communication, subsequently becoming an essential component of the learning process. In addition, Safitriani and Jayadi (2021) states speaking is essentially a process of communication with the sound produced by the human speech apparatus in which messages are sent from one source to another. In this process, messages are formulated, articulated, and transmitted from a speaker to a listener, facilitating the exchange of information, thoughts, and emotions.

Based on the explanations above, the researcher can conclude that speaking is a fundamental skill in learning English, playing a crucial role in effective communication. It allows individuals to express ideas, emotions, and thoughts, fostering human interaction and relationships. Speaking develops from an early age, starting with listening skills, and becomes an interactive process involving the generation, reception, and processing of information. This skill not only supports daily communication but is also vital in academic, social, and professional contexts. Furthermore, speaking enhances comprehension, aids in language



retention, and builds learners' confidence. With continuous practice and real-world exposure, learners can refine their speaking abilities, which are essential for both personal and professional success.

The Purpose of Speaking

Speaking is a vital skill in language learning that enables individuals to express thoughts, emotions, and ideas effectively. It facilitates meaningful interaction, improves fluency, and builds confidence. According to Silalahi et al., (2023), states that speaking is used to give instructions or to get things done for example, to describe things or someone, to complain about people's behavior, asking and giving services and others. Other researchers, such as Utami et al., (2023) speaking skills have an essential role in efforts to give birth to future generations who are intelligent, creative, critical, and cultured.

Based on the explanation above, speaking is a crucial component of language learning that not only enables individuals to communicate ideas, thoughts, and emotions effectively, but also plays a significant role in developing students' fluency, confidence, and overall language proficiency. It serves various functions such as giving instructions, describing, and expressing opinions or emotions. Furthermore, mastering speaking skills contributes to the formation of a generation that is intelligent, creative, critical, and culturally aware, capable of adapting their communication to different contexts and situations appropriately.

The Aspect of Speaking

According to Nasir (2021), speaking competence refers to the ability to communicate clearly using correct grammar, understandable pronunciation, and appropriate vocabulary. There are four key aspects of speaking:

Vocabulary

Vocabulary is a crucial component of speaking skills, as it enables effective verbal communication. It is divided into passive vocabulary (known but rarely used) and active vocabulary (frequently used). A limited vocabulary can hinder expression, so teachers must tailor vocabulary instruction to students' levels. Basic vocabulary is suited for beginners, while advanced learners need more complex terms. A rich vocabulary enhances fluency and effectiveness in speaking.

Grammar

Grammar is a set of rules that govern sentence structure and word arrangement, ensuring clear communication and preventing misunderstandings. It helps organize words according to context, such as past or future events, making communication more effective and easier to understand.

Pronunciation

Pronunciation is a basic aspect of language learning, where learners must understand phonological rules and correct pronunciation of sounds to speak English accurately.

Fluency

Fluency is a key skill in English speaking, involving the ability to speak smoothly, accurately, and without hesitation. It includes proper intonation, vocabulary, pronunciation, and grammar, allowing ideas to be clearly conveyed. Fluency also encompasses accuracy and appropriateness, with excessive pauses indicating a lack of fluency, making it a primary goal for learners.

Types of Speaking



Speaking in the classroom is an interactive, spontaneous activity that differs from written skills like reading and writing. It often uses simpler vocabulary and incomplete sentences, adapting to immediate communication needs. According to Brown (2000), there are five basic types of speaking:

Imitative

Focuses on repeating sounds, words, or phrases, primarily for pronunciation practice through techniques like drilling.

Intensive

Involves controlled practice of specific language features such as grammar or phonology, often through individual or pair tasks.

Responsive

Includes short, meaningful replies in conversations, such as greetings, simple questions, or instructions.

Transactional (dialogue)

Aimed at exchanging information through extended dialogues, often involving negotiation.

Extensive (monologue)

Involves longer, more formal speech such as presentations or reports, requiring structured and organized language use, typically by intermediate to advanced learners.

Teacher Strategy in Teaching Speaking

According to Sanjaya (2006), Learning strategy is a plan that contains a series of activities designed to achieve certain educational goals. It means that strategies are designed to create an effective learning environment, where teachers can deliver material in an interesting way and students can be actively involved. Technique in teaching English speaking skill is very important to encourage students to improve speaking skills. Selection of skills teaching techniques speaks English adapted to educational level. According to Safitriani and Jayadi (2021), there are several techniques in teaching speaking:

Discussion

Encourages active student participation through group collaboration, idea exchange, and problem-solving, which helps build confidence and critical thinking.

Roleplay

Allows students to simulate real-life situations, improving their communicative abilities and making learning more interactive and engaging.

Simulation

Offers realistic practice by using props or scenarios, helping students experience concepts firsthand and enhancing comprehension and confidence.

Storytelling

Utilizes expressive narration with tone, body language, and props to enhance listening and speaking skills, especially effective for beginners.

Story Completion

A creative activity where students continue a story started by the teacher, promoting imagination and spontaneous speaking in a low-pressure environment, often supported by visual aids.



III. THE METHOD OF RESEARCH

The Research Design

In this research, the researcher uses qualitative approach to understand the phenomena that occur in a deeper context, as a method focuses to gather the data and information on the analysis of English teacher strategies for improving student speaking ability at SMP YP Keluarga Pematangsiantar. The qualitative approach is chosen to obtain an in-depth understanding of the teaching strategies and their implementation in the classroom. Data collection focuses on natural interactions and activities that occur in the teaching-learning process.

According to Sugiyono (2016), Qualitative research is a research method based on philosophy positivism, used to examine the condition of natural objects, (as the opposite is the experiment) where the researcher is the key instrument, sampling of data sources is carried out purposively and snowball, collection technique with triangulation (combined), data analysis is inductive or qualitative, and the results of qualitative research emphasize meaning rather than generalization. Qualitative research is an analysis of the societal issue centered on the researcher's point of view (Riadil, 2020). Through this approach, researchers can understand the learning context more deeply and explore the direct experience of teachers in implementing the strategy. The case study approach also allows researchers to focus on real conditions in the field, so that the data obtained is more authentic and relevant to the research objectives.

The Location of Research

The location is carried out at SMP YP Keluarga Pematangsiantar which is located on Jl. Seram No.15, West Siantar District, Pematangsiantar, North Sumatra. This location was chosen because it provides good access for observing classes and interactions between teachers and students, and has a curriculum relevant to the research topic of teaching strategies for speaking ability.

Source of the Data

Data

The data of the research will be taken from the English teachers who teach in SMP YP Keluarga Pematangsiantar. including the strategies they implement to improve students' speaking ability.

Source data

The source of data is the all the English teacher or the. In this research, the researcher takes the data from the English teacher who teach in 7th and 8th grades in SMP YP Keluarga Pematangsiantar.

The Technique of Collecting Data

In this research the data collection techniques used by researcher are observation, interview, and documentation. These methods were chosen to ensure that the data obtained is accurate and supports the research objectives. Collecting data in this study aims to observe and obtain relevant information related to teacher strategies in improving students speaking skills.

The Technique of Analyzing Data

Data analysis is an important process in research to process, understand, and draw



meaning from the data collected. According to Sugiyono (2016), there are three components of data analysis and the researcher has to use these components as the procedures of analyzing the data. The following are the components:

Data reduction

Data reduction is the process of selecting, simplifying, and organizing the raw data obtained during data collection. Irrelevant information is filtered out, and the essential data is focused on aspects related to the research objective, such as teaching strategies and their impact on students' speaking abilities. This step ensures that the data becomes more manageable and relevant for further analysis. In this way, data reduction helps researchers focus on their research objectives and produce deeper and more meaningful analyses.

Data display

After the data has been reduced, the next step is to display the data. The information obtained makes it easier for researchers to understand what is happening at that time. Information is presented using observation notes and interview recording. This step allows researchers to formulate the next steps in the analysis, such as interpretation or drawing final conclusions. By presenting data in a systematic and structured way, the decision-making process and the drawing of conclusions become more effective and accurate.

Conclusion drawing

The researcher makes a brief conclusion because it is the final stage of data analysis that aims to give meaning to the data that has been collected, reduced, and presented. This process focuses not only on drawing conclusions, but also on verifying or rechecking the conclusions to ensure their validity and accuracy. In the inference stage, researchers begin to see and analyse all of the data and then describe the story by connecting the stories, which allows researchers to draw findings and conclusions from the study. The researcher continuously reviews and refines the findings to ensure they align with the evidence. Verification techniques, such as triangulation and member checking, are applied to enhance the validity and reliability of the conclusions.

IV. DATA ANALYSIS, FINDINGS, AND DISCUSSION

Data Analysis

This research used a qualitative descriptive approach to analyse data obtained from interviews and classroom observations at SMP YP Keluarga Pematangsiantar. The analysis involved selecting relevant data, organizing it into categories such as teacher strategies and student speaking performance, and interpreting the findings to address the research objectives. This process helped the researcher understand how English teachers improved students' speaking ability and evaluate the effectiveness of the strategies used.

Data

Teacher Strategy

The findings revealed that the teachers employed three main strategies: Discussion, Roleplay, and Storytelling. Each strategy was tailored to improve students' confidence, fluency, and ability to express ideas in English. Teacher A and B applied these strategies differently but shared the goal of enhancing interactive and contextual speaking abilities.

Discussion Strategy: Both teachers used this strategy to encourage students to speak spontaneously, share opinions, and engage in critical thinking. Group discussions helped



students become more confident and active in using English.

Roleplay Strategy: Only Teacher A implemented roleplay to simulate real-life situations, allowing students to practice natural conversation through prepared dialogues and scenarios. This method helped develop students' fluency, confidence, and empathy.

Storytelling Strategy: Both teachers also used storytelling to improve fluency and idea organization. Students were asked to retell stories using their own words, which promoted creativity and sentence structuring while enhancing confidence in speaking publicly.

Student Ability

The students' speaking ability showed positive development during the implementation of discussion, roleplay, and storytelling strategies. Classroom observations revealed improvements in vocabulary mastery, pronunciation, and fluency. Initially passive students became more active and confident in expressing their ideas. Discussion activities encouraged critical thinking and idea sharing; roleplay allowed students to practice real-life communication through dialogues; while storytelling helped them organize ideas and speak with better structure and confidence.

Discussion Strategy: Teacher A used topics like "Asking and Giving Information," guiding students through group discussions and dialogues based on daily schedules. Teacher B used narrative texts, encouraging students to analyze characters, moral values, and retell stories in small groups.

Roleplay Strategy: Teacher A implemented a market scenario where students acted as sellers and buyers. This enhanced vocabulary, expressions, and fluency in a communicative setting.

Storytelling Strategy: Teacher A applied it through descriptive texts ("My Habit"), where students retold stories and shared their own experiences. Teacher B used procedure texts, asking students to create posters and present steps of daily activities orally, improving structure and confidence.

Findings

Teacher Strategy

The study identified that Teacher A used three strategies to improve students' speaking skills: roleplay, discussion, and storytelling. According to Teacher A, these strategies encouraged active participation, built self-confidence, and motivated students to speak more. Classroom observations revealed that the discussion strategy enabled students to collaborate and confidently present ideas, while the roleplay strategy enhanced fluency, despite some students relying on scripts. The storytelling strategy encouraged students to retell stories and present their own, fostering confidence and sentence construction. Teacher B, on the other hand, implemented discussion and storytelling strategies, believing they helped students speak more fluently and respect others' opinions. Observations indicated that students were engaged during discussions, with the teacher providing corrective feedback. The storytelling approach also encouraged creativity and participation, as students created and presented procedural texts. Both teachers' strategies, grounded in student needs and classroom dynamics, were effective in improving speaking proficiency, with Teacher A using the additional roleplay strategy. These methods fostered student motivation, self-confidence, and active participation.

Teacher Ability

The teachers' ability to establish a comfortable classroom environment was critical to



improving students' speaking skills. By greeting students and connecting the lesson content to real-life experiences, they encouraged active participation, especially for less confident students. Teachers used both English and Indonesian, offering examples of pronunciation and intonation. The discussion strategy allowed students to exchange ideas, enhancing their confidence. The roleplay strategy helped students use expressions and intonation, although some still depended on scripts. Storytelling encouraged students to rephrase and present stories confidently.

Discussion

This section discusses the strategies used by English teachers at SMP YP Keluarga Pematangsiantar to improve students' speaking skills. The study identified three main strategies: discussion, roleplay, and storytelling. These strategies aim to engage students in active communication, boost confidence, and encourage collaboration. Teacher A used all three strategies, while Teacher B focused on discussion and storytelling. The discussion strategy, employed by both teachers, encourages students to express opinions in English. It fosters student interaction, listening, and response skills in a comfortable, low-pressure environment. Roleplay, used by Teacher A, allows students to act out real-world situations, enhancing their speaking skills and reducing anxiety. Both teachers also used storytelling, which helps students improve sentence structure, vocabulary, and pronunciation while building confidence through retelling familiar or personal stories. The findings suggest that these strategies positively impacted students' speaking abilities by improving technical skills and boosting motivation and confidence. Teachers' guidance and the creation of a supportive atmosphere were also crucial in encouraging students to practice speaking English.

V. CONCLUSION AND SUGGESTION

Conclusion

Based on the results of the study conducted through interviews and observations of two English teachers who teach in grades 7 and 8 at SMP YP Keluarga Pematangsiantar, it can be concluded that teachers use three effective learning strategies in improving students' speaking skills, namely discussion strategies, roleplay strategies, and storytelling strategies. The discussion strategies help students to express their opinions, listening to others, and think critically. In this strategy, students are encouraged to exchange ideas in small groups, making them feel more comfortable and confident when speaking in English. Through active participation, they learn to respect differing viewpoints, ask insightful questions, and develop deeper understanding of the topic. Moreover, these discussions foster the ability to think on their feet, which is crucial for effective communication in real life situations. The roleplay strategies provide real experiences for students in using English in various everyday life situations. By playing certain characters or scenarios, students become more courageous, active, and motivated to speak English. This approach is engaging and dynamic, making learning feel less formal and more enjoyable. As students play out different roles, they become more confident, expressive, and willing to take risks with the language. Roleplay encourages and pushing students to think creatively and improvise, which strengthens their ability to use English in diverse contexts. The storytelling strategies train students to organize their ideas clearly and logically. This strategy not only improve their ability to structure a narrative but also enhances vocabulary, fluency, and student confidence in speaking in front



of others. Even though the potential nervousness that comes with speaking in front of others, students are encouraged to push past their fears, reinforcing their courage and self-confidence. Over time, students become more comfortable telling stories in English, and this experience empowers them to use the language more freely and naturally in future situations.

Suggestion

Based on the conclusion of the research conducted on the strategies used by English teachers in improving students speaking ability at SMP YP Keluarga Pematangsiantar, the researcher would like to present several suggestions for students, English teacher, school and other researchers.

1. Students

Students need to be more proactive in improving their English speaking skills by practicing regularly, building self-confidence, and utilizing both their environment and technology as practice tools. Speaking skills do not develop instantly but require consistency, the courage to try, and the willingness to learn from mistakes.

2. Teacher

Teachers need to continuously develop innovative and engaging teaching strategies to enhance students' motivation in speaking English. Activities such as debates, presentations, and simulations of real-life conversations, as well as the use of technology in learning, can help create a more varied and supportive learning environment that encourages students to speak without fear of making mistakes.

3. School

The school is expected to provide maximum support in the process of learning to speak English, both by allocating sufficient time in the lesson schedule and by providing adequate facilities such as comfortable classrooms, audio systems, and appropriate learning media. This support is essential to create a more effective and enjoyable learning atmosphere for students.

4. Future researcher

This study is limited to one school, so future researchers are encouraged to expand the research scope to several schools in order to obtain more comprehensive results. It is hoped that this study can serve as a useful reference and contribute to the development of more effective and adaptive speaking strategies that meet students' needs in the future.

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