

“Speak Up Please!” Teachers’ Strategies in Teaching Speaking Skills at a Vocational High School in Sidoarjo

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ABSTRACT

Teaching speaking skills is an important part of foreign language learning. This study aims to find out the student difficulties that teachers find when teaching speaking and to find what strategies teachers use in teaching speaking at a vocational high school in Sidoarjo. This research uses a qualitative method with a case study approach. The subjects of this research were two English teachers at the vocational high school. Data were collected by conducting observations, interviews, and learning documentation during and after class. The results showed that teacher 1 found difficulties due to lack of motivation, lack of practice, lack of vocabulary, nervousness, low grammar mastery, and pronunciation challenges. To overcome these difficulties, teacher 1 used 9 strategies including role-playing, presentations, describing pictures, telling pictures, discussions, word walls, brainstorming, interviews, and storytelling. Similarly, teacher 2 found lack of motivation, lack of practice, lack of vocabulary, nervousness, low grammar mastery, and pronunciation difficulties to be the causes of difficulties. Teacher 2 also used 9 strategies, with some strategies different from teacher 1. They are role-playing, discussion, storytelling, interview, reporting, playing cards, describing pictures, telling pictures, and brainstorming. Thus, teachers can overcome students' difficulties in speaking by using the strategies used.

Keywords: teaching speaking skills; students’ difficulties; teachers strategies

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INTRODUCTION

The ability to communicate with others is known as speaking. Speaking is essential for daily interaction among individuals to modify information. Students must learn to speak to communicate properly and clearly in English (Bhatti, 2021). This process involves speakers anticipating and producing expected patterns of certain discourse settings, as well as managing discrete features such as turn-taking and offering feedback. In addition, Rahayu (2015) stated when learners actively participate in the activity to communicate, they will be more likely to learn to speak a second

language. Kuning (2019) also stated that speaking ability is the most important skill to develop when learning a foreign or second language. So, students learning EFL (English as a Foreign Language) must acquire speaking skills to convey their views, ideas, and thoughts freely. The process of integrating codes and messages is referred to as speaking ability (Mandarani, 2016). So, speaking ability entails the complex integration of linguistic codes and the transmission of meaningful messages in verbal encounters. Anjaniputra (2013) said that many language programs place a significant priority on teaching speaking, and the importance of instructional tactics cannot be overstated affecting the learning process. In this situation, teachers' strategies for teaching speaking for students' are needed.

Teaching speaking skills is an essential part of learning a foreign language (Risdianto, 2022). It is said that teaching speaking is the teachers' capacity to help interpersonal communication. Teaching speaking is essential for interpersonal communication to modify information in daily life. Therefore, understanding the value of speaking instruction is seen to be an essential part of learning a second language since speaking has such a significant impact on human lives (Uyun, 2022). Thus, it will greatly benefit their future selves if they can communicate effectively in a second language. It has to pay attention to all significant instructional factors, particularly spoken instruction tactics (Suban, 2021). Teaching techniques for speaking skills cannot be overlooked as a factor influencing teaching and learning results. Teachers' teaching techniques for teaching speaking are required since they can assist students in speaking English effectively (Saliha, 2017). To do this, English teachers might employ a variety of teaching strategies during the teaching and learning process.

In this regard, one of the most crucial abilities that teachers need to have, to effectively educate and facilitate learning is the ability to use strategies in teaching. According to Asmin (2019), a teaching strategy is a teaching activity that the teacher must carry out with the students to effectively and efficiently accomplish the teaching objectives. A teaching strategy is a method or approach that teachers utilize to achieve specific educational goals. Rao (2019) said that teaching strategies are a variety of tactics or approaches that teachers employ during the teaching and learning process. Thus, teaching strategies encompass various methods and approaches employed by educators to make the teaching and learning process easier in diverse and effective ways. While Anggraeni et al (2020) claimed that teaching methods are the variables that can affect how speaking classes are taught. In this statement, good teaching methods can influence how a speaking skill develops.

It is said that teaching strategies are the ability of teachers to teach students so that students can produce the language and share their ideas, especially in speaking (Arung, 2016). It is said to be one of the abilities crucial for teachers, the teachers' strategies also can be developed by using it when conversing or teaching students in the class (Muhsin, 2016). Utilizing effective strategies during conversations or teaching can be crucial for teachers and can help alleviate anxiety. Anxiety related to a foreign language can hurt language learners (Mardjani, 2020). This issue can be addressed by investigating effective learning strategies (Yusuf et al., 2021). The given sentence emphasizes that speaking is a vital skill that can be developed through practice while engaging in conversations with individuals who speak your chosen language. Thirteen activities encourage speaking in the classroom. Discussion, role-play, simulation, information gap, brainstorming, storytelling, interview, story completion, reporting, playing cards, picture narrating, picture describing, and finding the difference are some of the activities (Kayi, 2006).

Discussion is an activity in which diverse points of view in a particular circumstance are expressed, either in writing or orally (Zuhriyah, 2017). It is an important teaching approach that assists students in processing information and practicing critical thinking about course material. According to Razi et al (2021), role-playing exercises require pupils to act out diverse social contexts and roles. So, role-playing exercises involve pupils taking on various roles and acting out scenarios that simulate different social contexts. According to Ganna (2020), simulations are activities in which students act out various circumstances and social roles. Simulations promote active participation and experience learning by allowing students to acquire insights, make mistakes, and enhance in a hands-on, interacting environment, students may demonstrate their knowledge of the subject matter. The information gap approaches are activities designed to practice specific language objects and brief phrases (Ismaili & Bajrami, 2016). Students are paired or gathered in this strategy, given the same text with distinct missing sections, and forced to engage using relevant language to get the necessary information without examining each other's text, as each possesses unique knowledge that the other lacks.

Kayi (2006) stated that brainstorming is a practice in which students don't face criticism for their thoughts, which motivates people to contribute more. This method enables the investigation of a wide range of ideas, resulting in more diversified and imaginative outputs in collaborative situations. The next strategy is story completion. Story completion is one of the interesting and fun practices (Suban, 2021). This strategy allows students to use their creativity and creative thinking in a comfortable setting and also encourages them to generate meaning and form their own opinions about a tale. Pratiwi & Ayu (2020) also confirm that describing a picture can assist teachers in teaching words with actual meaning. This means that employing a method such as picture description, can aid educators in effectively teaching words with tangible significance. Then, Tumanggor et al (2018) stated that storytelling is a method of language development that involves expanding students' vocabulary and teaching them to new language structures. The instructional tactics employed by the teacher in speaking skills are very diverse as contained in the explanation above.

Based on observations made, the researchers found that students at a vocational high school in Sidoarjo were less active and less interested when this English subject was implemented especially when a speaking activity was held. This decrease in participation during speaking activities may be caused by students' lack of confidence in their language skills and fear of making mistakes. Several types of speaking problems commonly arise in students, including insecurity, lack of motivation, low self-esteem, lack of vocabulary mastery, poor grammatical mastery, anxiousness, anxiety about making errors, and abuse of the mother language are common issues in learning to speak (Chand, 2021; Megawati & Mandarani, 2016; N. P. A. Pratiwi et al., 2020). These difficulties could inhibit students' progress in developing effective communication abilities and might require specific measures for development. Furthermore, the researchers note that incorporating interactive and engaging teaching methods can increase students' enthusiasm for learning English at school.

In this regard, previous scholars have undertaken various investigations, including Sapna et al (2021) who studied teachers' techniques for teaching public speaking at high school, and found that the most frequently used strategies by the teacher are role play, interview, describing pictures, and storytelling. Maryanti et al (2021) who studied the methods used by teachers to teach

speaking, showed that the majority of techniques used by the teachers included role-playing, image description, interviews, and simulations. Anggraeni et al (2020) who studied Teachers' strategies in teaching speaking skills at SMAN 1 Palopo, found that teachers usually used several speaking strategies, including role play, discussion, interviews, storytelling, reporting, and picture describing. Based on previous research, it is possible to conclude that there are many techniques used by teachers in teaching speaking skills in the classroom; some of them are role play, interviews, describing pictures, storytelling, simulations, discussions, storytelling, and reporting.

Apart from that, the majority of earlier studies were done on high school pupils outside Sidoarjo City and there is still very little research conducted on vocational schools in Sidoarjo. By looking at the differences in learning materials in state schools and vocational schools, this research considers that it is important to also look at English language learning, especially speaking, in students who have different backgrounds than in state schools. Therefore, this study aims to analyze student difficulties found by teachers when teaching speaking and to find out what strategies teachers use in teaching speaking at a vocational high school in Sidoarjo.

METHOD

This research used a qualitative method, which was an important part of the research. Aspers & Corte (2019) explained that qualitative research is a way of investigating and comprehending people's experiences, beliefs, attitudes, and actions. The characteristics of qualitative research were direct sources of data which are natural settings. A case study was conducted during this research to find an in-depth evaluation of the techniques when teaching speaking. A case study is a type of qualitative research whose emphasis is on comprehensive research of a specific topic or a limited number of instances (Hidayat et al., 2022).

This study was conducted at a vocational high school in Sidoarjo. Before the researchers chose the subject, the researchers considered the criteria for English teachers according to the characteristics of this study. Criteria used by researchers, namely teachers who teach using several speaking teaching strategies. After the researchers investigated all English teachers in the school, they found two English teachers suitable for the criteria of this research because those teachers applied several techniques in teaching speaking.

There are some instruments used in this study. They are as follows: observations checklists, interviews, and documentation. In the observation checklist, the teachers were observed by the researchers using an observation sheet. With this, the researchers observed what the English teacher does or what strategies were used in teaching speaking in class. It was used to investigate the strategies used by the teacher in teaching speaking. In the interview instrument was used to obtain oral data from the teachers about what students' difficulties were met by the teachers when teaching speaking, what teaching strategies the teachers use in teaching speaking, and how these teaching strategies are employed. This instrument consisted of 12 questions with adopted and adapted interview guidelines from the previous research (Anggraeni et al., 2020). Interviews were conducted with two English teachers. Interviews were conducted after the completion of the teaching and learning process, using the face-to-face method by interviewing teachers one by one to get data from each teacher. While in the documentation was used as an additional instrument to support the observation checklist.

To collect data, the researchers used direct observation and the instruments consisted of observation checklists, interviews, and documentation. Furthermore, in conducting research, the steps to be taken are as follows: (1) This study selected two English teachers in a vocational high school in Sidoarjo. (2) Prepared an observation checklist and an interview guide for this study instrument. (3) Observe activities in the class which is in three meetings. Each meeting needed two hours of lessons, with each hour lasting 40 minutes. (4) Carried out a checklist based on field observations. (5) After making observations, continued with interviews. (6) Analyzed data obtained from observations, interviews, and documentation to get the detailed data needed. (7) Interpreted the findings of the instrument. (8) And concluded according to the data obtained.

Data analysis from the results of observations and interviews was carried out qualitatively. After the data was collected, the data was analyzed following the steps (Miles et al., 2014). The researchers collected raw data from observations, interviews, and documentation; Identified the data most relevant to the research questions; Selected important data for further analysis; Created tables so that the data could be better understood; Identified important findings or data to support or illustrate the answer to the research questions; Re-ensured data accuracy; And made clear conclusions based on the data analysis that has been carried out.

FINDINGS

The findings of the study are presented in the form of a table with explanations underneath. The findings are explained in order starting with students' difficulties and then teachers' strategies. All findings are presented in the following section.

Students Difficulties

After carrying out data collection and data analysis, through interviews researchers found several students' difficulties that are usually found by the teachers when teaching speaking. Below is table 1 containing findings of students' difficulties found by the teachers when teaching speaking in the class.

TABLE 1. Student Difficulties Found by the Teachers

No	Teachers	Students Difficulties
1.	Teacher 1	Lack of motivation
		Lack of practice
		Lack of vocabulary
		Nervousness
		Low grammar mastery
		Pronunciation challenges

2.	Teacher 2	Lack of motivation
		Lack of practice
		Lack of vocabulary
		Nervousness
		Low grammar mastery
		Pronunciation challenges

Based on the information in Table 1, researchers found that the two teachers had similarities in determining the difficulties that students usually faced when learning to speak. In Table 1, the students' difficulties found by the teachers was a lack of motivation. So the researchers asked what factors caused students' lack of motivation in learning speaking. Teacher 1 answered factors that caused students' lack of motivation in learning to speak are the surrounding friends who tend to ridicule and lack support, as well as the lack of knowledge about learning resources for students to practice speaking on their own. However, teacher 2 said that sometimes parents can influence the students. For example, some students start out wanting to study hard and go to a regular school, but their parents want them to go to a vocational school instead. This can make students feel lazy and lose interest in learning.

In the second question about lack of practice, the researchers asked about specific challenges or obstacles that usually prevent students from practicing speaking skills. Teacher 1 mentioned, that most students are hampered by limited vocabulary, and another challenge faced by students is laziness due to the unwise use of cell phones so that students do not focus on the lesson. In contrast to teacher 1, teacher 2 mentioned that there were different levels of speaking ability among students in one class. Hence, there was a need for more supervision and support for low-proficiency students and challenging tasks for more advanced students.

As for the third question about lack of vocabulary. In this part, researchers asked for an example of a situation where students had difficulty due to limited vocabulary during speaking activities. Teacher 1 gave an example of a situation during the discussion process. During the discussion process, Teacher 1 always provides a list of vocabulary that would be discussed in the discussion. For example, when the lesson is about 'activities in the park,' students might forget or not understand words like 'picnic,' 'playground,' or 'exercise.' Similarly, teacher 2 provides a list of new words before the lesson, such as 'hobbies' like 'painting' or 'cycling,' students still find it challenging to understand these words and use them correctly in sentences, which makes it difficult for them to understand the lesson.

In the fourth question about nervousness, the researchers asked about certain situations or learning topics that tended to make students more nervous when doing speaking tasks. Teacher 1 explained that all speaking tasks given make students nervous, one of which was when presenting in front of the class. Hence, there is a need for habituation in students' speaking. Meanwhile, the answer was supported by teacher 2's answer who also said that the situation when presenting is one of the situations that makes students nervous due to the limited vocabulary that students have, as well as fluency problems in speaking can also trigger nervousness.

The fifth question here the researchers asked about specific grammatical errors or problems that students usually experienced in spoken language. The answer from teacher 1 mentioned that most students did not understand the correct pronunciation and word choice when speaking. For example, when saying "I am happy", they usually say "I happy". Then also the use of language that still used the source language for example "I don't know anything", but students pronounced it in the source language with "I don't know what what". Teacher 2 also agreed, pointing out that many students struggled with fluency, had limited vocabulary, and often used the wrong words. These issues directly impacted their ability to communicate clearly and understand each other.

And in the last question was about the lack of accuracy of students' speaking pronunciation. The researchers asked how often students have difficulty in pronouncing words accurately during speaking tasks. Teacher 1 answered 'very often.' Moreover, many students also help each other by correcting pronunciation errors. It was supported by teacher 2's answer that very often students have difficulty in pronouncing words accurately. One of the factors is the student's level of language proficiency.

Teachers' Strategies

As for the strategies, researchers found several strategies used by teachers to teach speaking. Below is Table 2 which contains strategies employed by the teachers in teaching speaking.

TABLE 2. Teachers Strategies

No	Strategies for Teaching Speaking	Teacher 1	Teacher 2
1.	Discussion	√	√
2.	Role-play	√	√
3.	Simulation	-	-
4.	Information Gap	-	-
5.	Brainstorming	√	√
6.	Storytelling	√	√
7.	Interview	√	√
8.	Story Completion	-	-
9.	Reporting	-	√
10.	Playing Cards	-	√
11.	Picture Narrating	√	√
12.	Picture Describing	√	√

13.	Find the Difference	-	-
14.	Presentation	√	-
15.	Word Wall	√	-

Based on the table above, it could be understood that both teachers used several strategies in teaching speaking. Teacher 1 used 9 strategies. The first one was discussion. The discussion strategy was carried out by the teacher by dividing the students into several small groups and giving a discussion topic. Each group was asked to discuss the topic, express opinions, and reach conclusions together. This strategy allowed students to speak freely, share ideas, and expand their speaking skills through group interaction. The second was role-playing. In this strategy, the teacher asks students to create a conversation scenario on a certain situation, and students are asked to play a role according to the character they created. For example, students did a role-play for an interaction situation in a store. This strategy could activate students to speak through role-play situations, and help them in understanding and using language in real contexts.

The third was brainstorming. This strategy was done by the teacher at the beginning of the lesson and was usually done by showing a video or giving questions that could encourage students to think creatively at the beginning of the lesson and contribute ideas in conveying ideas. The fourth was storytelling. This strategy was carried out by teacher 1 by asking students to tell personal experiences in front of the class. This could help hone students' speaking skills through storytelling and creating stories, thus improving narrative skills and verbal expression. Fifth, the interview strategy used by teacher 1 by create interview activities that involve students becoming interviewers or respondents. Interview questions are given with topics according to the field of expertise, thus allowing students to practice speaking in a more formal way involving questions and answers, to improve speaking skills in interview situations. Sixth, picture narrating was done by teacher 1 with students given a picture or series of pictures, and students were asked to tell a story based on the pictures seen. This strategy would encourage students to develop their speaking skills by telling stories to convey information orally.

The seventh was describing the picture. This strategy was carried out by teacher 1 by sharing or displaying a picture or illustration, and teacher 1 asked students to describe the details in detail. For example, students described a picture that contained activities in the park. By doing so, it would improve students' ability to express details and use vocabulary appropriately. The eighth was a presentation strategy where students were asked to make posters and deliver the results of the poster design with an oral presentation according to the material or topic being studied. This involves students to develop their ability and courage to come forward to the front of the class. The last one was word wall which teacher 1 did by making a word board containing vocabulary related to the learning topic. And asking students to use these words in their conversations. Doing so would provide vocabulary visualization that can help students hone their speaking skills by understanding, remembering, and using new words in daily learning contexts.

Meanwhile, teacher 2 also used 9 strategies. The first one was discussion. Unlike teacher 1 who only provided discussion topics, teacher 2 usually used this strategy by providing current news or short articles for students to read, then students were asked to present the main facts and analyze the impact, so this strategy could improve students' speaking skills through group interaction for various ideas. The second was a scripted role-play. Similarly to teacher 1, teacher

2 asked students to script a 3-student conversation, then students were asked to play a role according to the script they created, to help students use language in a practical context by simulating real-life situations. The third was brainstorming. Similar to teacher 1, teacher 2 usually conducted brainstorming to encourage students to think creatively through questions given by the teacher at the beginning of the lesson. Fourth, teacher 2's storytelling strategy was slightly different from teacher 1. Teacher 2 applied this strategy with a collaborative story, where each student added a part to the story. This involved shared creativity by developing speaking skills through story creation and presentation and ended with a performance in front of the class.

The fifth was interviewing. Similar to teacher 1, teacher 2 conducted a simulated interview with students as interviewers and respondents in turn, with topics according to their field of expertise. This allowed students to practice speaking formally with an interview scenario and a list of questions. The sixth was reporting. Teacher 2 usually shared a news story or fictitious event, then students were asked to report it live in front of the class and respond to questions from the reporter/other students. This could help students organize and present information. The seventh was playing cards. To build students' speaking skills, teacher 2 used card games with various letters aiming to increase students' vocabulary by stimulating students to look for vocabulary words that began with the letters on the card. It was slightly similar to teacher 1, except that the media used was different, namely using a blackboard and picture cards. Eighth, picture narrating through the same implementation as teacher 1, which was presenting random pictures on the school TV media, then students must assemble a story based on the sequence of these pictures to encourage students to develop speaking skills with the help of pictures or illustrations that contain narrative elements. The last one was describing pictures whose implementation is also the same as teacher 1, asking students to describe pictures orally with the help of pictures or photos with many elements or objects.

DISCUSSION

This section discusses the relationship between the research results and the theory presented by the expert. This discussion provides some ideas about the speaking teaching strategies provided by teachers at a vocational high school in Sidoarjo. The purpose of this study is to find out the student difficulties that English teachers find when teaching speaking. In addition, this study also aims to find out the types of strategies used by English teachers in teaching speaking.

In line with this, according to Bhatti (2021), speaking is essential for daily interaction among individuals to communicate properly and clearly in English. Therefore, teachers should prepare students by knowing the speaking difficulties faced by students and applying appropriate strategies to overcome these difficulties. After the process of collecting and analyzing data from the study, the researchers needed to discuss the results of the first research question. Some researchers say that there are various types of speaking problems that usually arise in students, including insecurity, lack of motivation, low self-esteem, lack of vocabulary mastery, poor grammatical mastery, anxiousness, anxiety about making errors, and abuse of the mother language (Chand, 2021; Megawati & Mandarani, 2016; N. P. A. Pratiwi et al., 2020). Based on the results from teacher observations and interviews, the researchers agree with that. The researchers found some student difficulties that the teacher found when teaching speaking. Among them, lack of

motivation, lack of practice, lack of vocabulary, nervousness, low grammar mastery, and pronunciation challenges become obstacles for students to achieve the goals set in the curriculum.

According to Kayi (2006), thirteen activities encourage speaking in the classroom. Discussion, role-play, simulation, information gap, brainstorming, storytelling, interview, story completion, reporting, playing cards, picture narrating, picture describing, and finding the difference are some of the activities. Based on the results of classroom observations and teacher interviews that have been carried out, the researchers found several strategies that teachers use in teaching speaking, they are discussion, role-play, brainstorming, storytelling, interviewing, reporting, playing cards, picture narrating, picture describing. Apart from that, the researchers also found presentation and word wall strategies in teaching speaking. In this case, the researchers believe that all strategies are good in teaching and the results will be seen later in students.

Afterward, the researcher's research findings were in line with the results of previous research such as Anggraeni et al (2020) which revealed that teachers' strategies in teaching speaking are role play, discussion, interviews, storytelling, reporting, and picture describing. However, there is a slight difference between these two studies. In this study, the researchers also found students' difficulties that teachers found when teaching speaking and more strategies that teachers used in teaching speaking. In this study, the researchers found that students' difficulties in learning to speak include lack of motivation, lack of practice, lack of vocabulary, nervousness, low grammar mastery, and pronunciation challenges. In addition to the 6 strategies found by previous researchers, in this study, researchers also found that teachers also used brainstorming, playing cards, picture narrating, presentation, and word wall strategies. In this case, Muhsin (2016) revealed that the ability of teachers to teach using several effective strategies to improve students' speaking skills is very important to have.

CONCLUSION

In teaching speaking skills in the classroom, two teachers found some students' difficulties during speaking activities, and both teachers also used some strategies to overcome the students' difficulties. Teacher 1 found that students usually have difficulty speaking due to lack of motivation, lack of practice, lack of vocabulary, nervousness, low grammar mastery, and pronunciation challenges. In overcoming students' difficulties, teacher 1 used 9 strategies to improve students' speaking skills, including role-play, presentation, describing pictures, picture narrating, discussion, word wall, brainstorming, interviews, and storytelling. Similar to teacher 1, the student difficulties that teacher 2 usually encounters are lack of motivation, lack of practice, lack of vocabulary, nervousness, low grammar mastery, and pronunciation challenges. To overcome these difficulties, teacher 2 also uses 9 strategies, but some strategies are different from those used by teacher 1. Among them are role-play, discussion, storytelling, interviews, reporting, playing cards, describing pictures, picture narrating, and brainstorming. In addition, although our research has answered the research questions of the study, our research is limited by the lack of comparison between teachers' strategies in vocational schools and high schools, so for future researchers, it is suggested to investigate the comparison between teachers' strategies in improving speaking skills in state schools and vocational high schools, are there any similarities or differences.

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