Students' Perception on Teaching Strategies for English Speaking at *Madrasah Aliyah Negeri 1* Kebumen

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Abstract

Teaching strategies for speaking class of English have developed rapidly through time. In Indonesia contexts where English placed as a foreign language, teachers are challenged to vary their teaching strategies in order to have interesting manageable classes. This study dealt with students' responses on teachers' strategies in teaching speaking. The research was conducted at *Madrasah Aliyah Negeri 1* Kebumen from May to October 2022. This research belongs to a survey research design. Researcher collected quantitative, numbered data by using questionnaires; and then, statistically analyzed the data to describe trends about responses to questions. The study involved 3 teachers teaching for the speaking class at the school and 113 students joining the class. The research revealed that there were six teachers' strategies to have been familiarly applied. They were role plays, dialogues, discussions, playing cards, picture describing, and brainstorming. It was also found that in terms of the time allocation, the subject content, and value for the future life, the students responded positively to the teaching strategies used by the teachers.

Keywords: Perception, speaking, teaching strategies

INTRODUCTION

People utilize language as a tool to communicate their thoughts. People express their thoughts and feelings through speaking and writing, and through listening to or reading those thoughts, others can understand them. When two people communicate, they are exchanging thoughts, emotions, and knowledge. Speaking, reading, writing, and listening are four linguistic abilities that are employed in the communication act.

For English language teaching in Indonesian schools, speaking is taught integratively with other three fundamental language skills. Speaking is considered to be one of the most significant skills to master since it plays a crucial part in communication. Chaney (1998) said that speaking is the process of creating and exchanging meaning through the use of verbal and nonverbal symbol in a range of circumstances. It means that speaking is way for people to express their ideas, emotion, feeling, and things in their mind.

Other than Chaney, according to Brown (2004), speaking is a productive skill that can be directly and empirically observed. However, the observation is invariably influenced by a test-ability taker's to listen accurately and effectively, which inevitably compromises the validity and reliability of an oral production test. Depending on how classroom activities are set up, speaking in a classroom entails contact between teachers

and students or among the students. Speaking has certain unique qualities when compared to writing and reading skills (usually considered as written language, receptive skills). Speakers rarely employ whole sentences when speaking, and their vocabulary is generally less focused than it is when writing. As a result, speaking ability in English includes four abilities. People cannot effectively communicate in daily life without speaking. These definitions lead to the significance of mastering speaking skills for everyone. In terms of English language learning, it is crucial to learn how to speak English well if somebody wants to communicate effectively. However, teaching speaking is not an easy task for teachers. English teachers need to have effective delivery methods in their lessons. They must employ teaching strategies that encourage learners to enjoy using English. Teachers must be innovative in how they present material and have the ability to pique students' interests.

Teaching strategies are the basic steps for creating and solving content during a lesson in a learning process. According to Mehrgan (2013) a language teaching strategy is a planned collection of pedagogical procedures imposing a particular learning strategy on the students with the goal of fostering competency in the target. Furthermore, Takac (2008) states that teaching strategies apply to all teachers do or should do to support student learning. Teaching strategy can be referred to as methods used by the teacher in helping the students learn the desired course contents and able to develop achievable goals (Armstrong, 2013). It becomes a learning strategy as students choose them themselves, use them appropriately and effectively to accomplish tasks and goals. The teaching strategy the teachers use will be dependent on the time available, the content as well as on its value for the students.

There are thirteen ways for teaching speaking, according to Kayi (2006), including talks, role plays, simulations, information gaps, brainstorming, storytelling, interviews, story completion, reporting, playing cards, image narrating, and describing, and identify the variation.

This research deals with teachers' teaching strategies for English speaking class at MAN 1 Kebumen. Some preliminary related researches have been done by other researchers. Febrina (2019), student at the English Language Education, Faculty of Teachers Training and Education, University Islam Baru Riau, was the subject of the researcher's first study. An Analysis of Teachers' Strategies in Teaching Speaking at SMA N 2 Mandau is the thesis's title. According to Febrina's thesis, the teachers at SMA N 2 Mandau employed five tactics to teach speaking: discussion, small-group discussion, questioning to ensure understanding, board game, and role-playing.

Another research is entitled An Analysis on Teachers' Strategies in Teaching English Speaking at Senior High School 2 Tanjung Jabung Timur and was written by Andriyani in 2021. According to the research findings, picture-to-picture instruction, drills, role plays, and motivational techniques were used by teachers. Such tactics can support the student's motivation and self-assurance. The teacher should make the students interested

so they like learning English. Some tactics are useful for pupils, and they follow teacher's directions, according to the discussion. Curriculum, student learning preferences, and student aptitude are other factors that affected a teacher's approach to teaching speaking.

Utami (2021), the last research by students of the English Language Teaching Program of the Faculty of Teacher Training of the National Islamic University Sulthan Thaha Saifuddin Jambi, "Speaking to Grade 11 Students at SMA III Jambi" An Analysis of Teacher Strategies in Education". The researcher found that there are five strategies teachers used to teach speaking English. They were drills, simulations, role-plays, portrait interviews, creative tasks, and group work. There were also principles applied by teachers to develop vocabulary mastery and fluency. Firstly, the activity is semantically based and secondly, the learner is engaged in an activity in which all language elements are contained in the previous experience. Teachers used these strategies to help students understand the lessons and take action to enjoy the teaching and learning process.

Apart from the research location, the difference of this research from other preliminary researches is the focus of research. This research focused on how students responded the teachers teaching strategies in terms of the time allocation, content, and value for the students' future life.

METHOD

This research belongs to a survey research design. According to Cresswell (2012), a survey research design is a procedure in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population. In this procedure, survey researchers collect quantitative, numbered data using questionnaires (e.g., mailed questionnaires) or interviews (e.g., one-on-one interviews) and statistically analyze the data to describe trends about responses to questions and to test research questions or hypotheses. This study looked into how the students of MAN 1 Kebumen respond to the teaching strategies applied by the English teachers during the speaking class. The research collaboratively involved three English teachers to be investigated about teaching strategies they had applied in teaching; and then, a survey was done to 113 students to see their perceptions on the teaching strategies to have been applied. This study was done in October 2022.

To collect the data, the researcher distributed two questionnaires, teachers' teaching strategy inventory and students' perceptions on teachers' teaching strategy inventory. According to Brown (2001), questionnaires are any written materials that ask users to respond to a series of questions or assertions by writing up their replies or choosing from preexisting options answers. The purpose of a questionnaire is to gather information on the backgrounds, actions, attitudes, or opinions of many people. The researcher used close-ended questionnaires. The questionnaires cover issues about the

use of teaching strategies. The issues cover topics such as the use of discussion, role playing, simulation, information gap, brain storming, storytelling, interviews, story completion, reporting, playing cards, picture narrating, picture describing, and finding difference. Three teachers who taught English subject received the questionnaire about teachers' teaching strategies, while 113 students who had taken English subject received the questionnaire about students' impressions of teachers' teaching strategies. Both instruments were validated by using construct validity. In order to determine the teachers' teaching strategies and the students' perceptions of their teachers' teaching strategies, the collected data about the teachers' teaching strategies and the students' perceptions of those strategies were examined using a Likert-type scale.

To sum up, a number of processes were taken in the data analysis process, including scoring the questionnaire, calculating the percentage, determining the central tendency (CT), interpreting the results, and drawing a conclusion. In the meantime, the transcripts of the interview data were completed. The transcriptions were then translated from Indonesian to English. The results of the questionnaire were then supported by key information from the interview.

FINDINGS AND DISCUSSION

1. Findings

a. Teaching strategies used by the teachers

Based the questionnaires given to the teachers teaching the class, there has been found 13 teaching strategies as seen in table 1.

Table 1: Summary of teaching strategies used by teachers

No	Indicators	Average score	Category
1	discussion	53,3	M
2	Role playing	93,3	VH
3	Simulation	40	L
4	Information gap	60	M
5	Brain storming	33,3	L
6	Story telling	86,6	VH
7	Interviews	53,3	M
8	Story completion	20	VL
9	Reporting	40	L
10	Playing cards	26,6	L
11	Picture narrating	33,3	L
12	Picture describing	73,3	H
13	Finding difference	20	VL
	Total	633	
	Average score	48,6	M

Note: VL (very low)=0-20 , L (low)=21-40, M (mediocre)=41-60, H (high)=61-80, VH (very high)=81-100

Table 1 shows that from 13 teachers' teaching strategies, there were five categories of application, starting from the very high frequency of use to the very low one. The teaching strategies with high frequently of use were role playing and storytelling. The teaching strategy with high frequency of use was picture describing. The teaching strategies with medium frequency of use were information gap, discussion, and interviews. Other strategies with low frequency of use were simulation, reporting, brainstorming, picture narrating, and playing cards. The rest strategies were considered to be very low frequency of use. They cover story completion and finding difference. In general teachers use all the strategies with the average score of use 48.6 which means medium high in frequency. This research focused on investigating 6 out of the 13 teachers' teaching strategies, namely discussion, interviews, information gap, picture describing, storytelling, and roleplaying which were considered medium high, high, and very high frequency of uses.

b. Students' perception on teaching strategies

Table 2: Students' perception on the use of discussion

no	Indicators	Average	Category
1	Time allocation	81,5	VG
2	Subject content	83,5	VG
3	Value for future life	87,1	VG
	Total	252,1	
	Average	84	VG

Note: Very poor (VP)= 0-20, Poor (P)= 21-40, Fair (F)= 41-60, Good (G)= 61-80,

Very good(VG)= 81-100

Table 2 shows that the average score for the students' perception on the application of discussion in teaching was 84. It means that in general the perception was considered to be very good category. Out of the three indicators, the students perceived that the value for future life was the highest in significance. It scored 87,1.

Table 3: Students' perception on the use of role playing

no	Indicators	Average	Category
1	Time allocation	83,5	VG
2	Subject content	87,1	VG
3	Value for future life	85,1	VG
	Total	255,7	
	Average	85,2	VG

Note: Very poor (VP)= 0-20, Poor (P)= 21-40, Fair (F)= 41-60, Good (G)= 61-80,

Very good(VG)= 81-100

Table 3 shows that the average score for the students' perception on the application of role playing in teaching was 85,2. It means that generally the perception was categorized to be very good. Out of the three indicators, the students perceived that the subject content was the highest in significance. It scored 87,1.

Table 4: Students' perception on the use of information gap

no	Indicators	Average	Category
1	Time allocation	77,5	G
2	Subject content	73,7	G
3	Value for future life	75,3	G
	Total	226,5	
	Average	75,5	G

Note: Very poor (VP)= 0-20, Poor (P)= 21-40, Fair (F)= 41-60, Good (G)= 61-80,

Very good(VG)= 81-100

Table 4 tells that the average score for the students' perception on the application of information gap in teaching was 75,5. In other words, the perception was assumed to be good category. Out of the three indicators, the students perceived that the time allocation was the highest in significance. It scored 77,5.

Table 5: Students' perception on the use of story telling

No	Indicators	Average	Category
1	Time allocation	78,3	G
2	Subject content	87,5	VG
3	Value for future life	83,1	VG
	Total	248,9	
	Average	82,9	VG

Note: Very poor (VP)= 0-20, Poor (P)= 21-40, Fair (F)= 41-60, Good (G)= 61-80,

Very good(VG)= 81-100

Table 5 shows that the average score for the students' perception on the application of storytelling in teaching was 82,9. Therefore, in general the perception was a very good category. Out of the three indicators, the students perceived that the subject content was the highest in significance. It scored 87,5.

Table 6: Students' perception on the use of interviews

No	Indicators	Average	Category
1	Time allocation	70,5	G
2	Subject content	81,5	VG
3	Value for future life	83,3	VG
	Total	235,3	
	Average	78,4	G

Note: Very poor (VP)= 0-20, Poor (P)= 21-40, Fair (F)= 41-60, Good (G)= 61-80,

Very good(VG)= 81-100

Table 6 illustrates that the average score for the students' perception on the application of interviews in teaching was 78,4. As a result, it can be assumed that the perception was considered a good category. Out of the three indicators, the students perceived that the value for future life was the highest in significance. It scored 83,3.

Table 7: Students' perception on the use of picture describing

No	Indicators	Average	Category
1	Time allocation	78,3	G
2	Subject content	81,5	VG
3	Value for future life	73,5	G
	Total	233,3	
	Average	77,7	G

Note: Very poor (VP)= 0-20, Poor (P)= 21-40, Fair (F)= 41-60, Good (G)= 61-80,

Very good(VG)= 81-100

Table 7 tells that the average score for the students' perception on the application of picture describing in teaching was 77,7. It means that in general the perception was assumed to be in good category. Out of the three indicators, the students perceived that the subject content was the highest in significance. It scored 81,5.

Table 8: Summary of the students' responses on the teachers' teaching strategies

No	Indicators	Average score	Category
1	discussion	84	VG
2	Role playing	85,2	VG
3	Information gap	75,5	G
4	Story telling	82,9	VG
5	Interviews	78,4	G
6	Picture describing	77,7	G
	Total	483,7	
	Average score	81	VG

Note: VL (very low)=0-20 , L (low)=21-40, M (mediocre)=41-60, H (high)=61-80, VH (very high)=81-100

Table 8 describes that the average score of the students' responses on teachers' teaching strategies was 81. It means that the response belongs to a very good category. In other words, the students perceived that the teachers' teaching strategies very positively. The order of the teaching strategies from the very good to good category were role playing,

discussion, storytelling, interviews, picture describing, and information gap. Role playing was best responded.

2.   Discussion

Students' perception on the teachers' teaching strategies applied during classes was good in general. Takac (2008) also stated that teaching strategies apply to all teachers do or should do to support student learning. Out of the 13 strategies surveyed, there were six teaching strategies that the teachers were familiar with in their teaching. According to them, these strategies were used so frequently from medium to very high in the application. Those strategies were role playing, storytelling, picture describing, information gap, discussion, interviews.

The perception of the students on the applied teaching strategies was in a very good category. The students felt that in terms of the time allocation, subject content, and value for future life, the lesson was considered to have well taught. They perceived that the strategies had met the expectation in developing their speaking skills of English. This must be in line with what Mehrgan (2013) said that a language teaching strategy is as a set of conceptualized teaching practices in order to stimulate subject learners to specific learning strategies aimed at development of the target languages. Furthermore, Armstrong (2013) signified that teaching strategies can be referred to as methods used by the teacher in helping the students learn the desired course contents and able to develop achievable goals.

CONCLUSION

Based on the research findings and discussion, it can be concluded that there were six teaching strategies applicable for the speaking class at MAN 1 Kebumen. In general the students perceived that the application of those teachers teaching strategies in the speaking classes were in very good category. In other words, the students responded the teachers' strategies in teaching positively whether in terms of the time allocation, subject content, or the value for future life. The research suggested that there were still possibility for other teaching strategies to be developed in speaking classes. However, teachers' creativity might be needed.

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