



Speaking Teaching Strategies Used by Vocational School EFL Teachers

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ABSTRACT

This study aims to represent vocational school teachers' strategies for teaching speaking to students at secondary level in Medan, North Sumatra province, Indonesia. This research is a qualitative descriptive research design with 13 participants taking part. In collecting the data, the researcher used a structured self-administered questionnaire with ten questions divided into three parts: introductory, practice, and evaluation. The questions in the introductory section were all about the teacher's preparation process for teaching speaking, such as what resources they used and whether the reference sources were relevant to the syllabus. The practice session questions then go through the teaching and learning process, including what methods teachers use, why they choose this method, what activities teachers do, and what activities the students do during the learning speaking skills process. Lastly, the evaluation session questions include activities that occur after the teaching and learning process, such as how the teacher assesses students, what assessment criteria or rubrics are commonly used, and what suggestions are supposed to help students in their speaking skill problems.

Keywords: *speaking teaching strategy, vocational school*

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INTRODUCTION

Speaking is a technique for optimizing one's ability in developing language sentences and communicating actively and fluently, starting with intonation, pronunciation, and grammar (Rizqiningsih & Hadi, 2019). The primary objective of learning English speaking is to develop students' communication skills both in the form of spoken and writing so that they can achieve their functional

literacy. Given the importance of interaction between peers, students, and teachers to better outcomes in speaking, knowledge, and willingness to learn, so a teacher's approach to teach speaking skills clearly needs special attention. Moreover, every student, without a doubt, has their own strategy to improve their communication in English. With adequate and appropriate strategy from the teacher, students' speaking difficulties

can be minimized (Syamsudin, 2015). For example, students will feel happy and at easiness while studying if they are familiar with and comfortable with the materials used in class.

Since English is a required subject in Indonesian vocational high schools, students have the same requirement. The need is that students pass the exams in order to get a job, and the general requirement is that they can speak and therefore have conversations (Syafrizal & Rohmawati, 2017). When teaching English skills, teachers must evaluate what indicators must be met in order to achieve the required objectives. The first relates to ability, while the second relates to language processing. In Indonesia, English teaching has been generally considered ineffective (Cahyono and Widiati, 2011) Floriasti (2013) found that students made some mistakes when they speak. accuracy, pronunciation, spelling, stress, rhythm, intonation, and grammar are all inaccurate. Some of these issues, of course, prevent them from speaking fluently, leading them to believe that speaking skills are very difficult.

In line with Floriasti, a statement also supported by Gani, Fajrina, & Hanifa (2015) teaching strategies are certain techniques for students to process information to improve their understanding, learning, or memory. Through appropriate teaching strategy used by teacher, it will help students better understand theoretical matters and overcome language difficulties. Indeed, teachers must help them to realize the importance of using language learning strategies intentionally to make learning faster, easier, more effective, efficient, and enjoyable.

In the classroom, a variety of speaking teaching strategies can be used in various settings. Some of the ways for teaching speaking are cooperative activities, role-playing, creative assignments, and drilling (Anjaniputra, 2013). Cooperative activities, according to Kagan (in Kusumawati, 2017), is an effective teaching technique in which small groups of students, each with various levels of skill, use a variety of learning activities to improve overall understanding of a subject. Each team member is responsible for not only learning what is taught, but also for helping colleagues in learning, leading in a collaborative approach.

According to Kusumawati (2017), while role play is a type of game in which purposes, rules, and educational content are contained. In addition, role play is often designed as an exercise in which the learner imagines himself outside of the classroom and playing the character of someone else. While creative task, according to Šolcová, (2011), assert students to improve their fluency the most if they participate in tasks that require all of their interest to produce something, instead of thinking about language. It is based on the principle that teachers consider what a student requires, changing from a language-based emphasis on correctness to a language-based focus on engagement, meaning, and fluency.

Drilling is nothing more than articulation fine-tuning. According to Thornbury, drilling is a technique for improving pronunciation (2005). Drilling has several advantages, according to Thornbury (2005), including allowing students to pay attention to new materials

presented by a teacher, emphasizing words, phrases, or utterances on students' minds, moving new items from working memory to long term memory, and gaining articulatory control over language.

RESEARCH METHODOLOGY

The survey that was used in this research was a survey-based study. This research also known as descriptive research that focuses on gathering information from groups and individuals, with prioritizes instruments such as interviews and questionnaires. This survey allows the researcher to assess attitudes and opinions of the desired respondent (Ary et al., 2010). In this survey, the researchers used 13 participants as the subjects of the study. All of them were teachers from vocational or secondary schools. After the respondents were selected, the researcher asked them to fill out a questionnaire form that had been prepared using the Google Form link. In a summary, this study uses a questionnaire to collect data and vocational teachers as participants. There are ten questions in total, each of which is divided into three parts: introductory, practice, and evaluation.

The questions in the introductory section were all about the teacher's preparation process for teaching speaking, such as what resources they used and whether the reference sources were relevant to the syllabus. The practice session questions then go through the teaching and learning process, including what methods teachers use, why they choose this method, what activities teachers do, and what activities the

students do during the learning speaking skills process. Lastly, the evaluation session questions include activities that occur after the teaching and learning process, such as how the teacher assesses students, what assessment criteria or rubrics are commonly used, and what suggestions are supposed to help students in their speaking skill problems.

FINDING AND DISCUSSION

Before presenting the answers from the respondents, the researcher collected the following information from the respondents, including their name identification or the information about their recent education. According to the data, there are 76.9% (10 teachers) with a degree of bachelor and 23.1 percent (3 teachers) with a postgraduate program.

Table 1: Vocational School Teacher's Identity

Respondents	Bachelor Degree	Master Degree
Total	10	3
percentage	76.9%	23.1%

As previously stated, the researcher's questionnaire consisted of ten questions divided into three parts. The first question in the survey was an overview of what teachers did before teaching speaking. The researcher then investigated the information provided by the teachers regarding the strategies and preparations that are usually needed before to teaching. The second topic of the questionnaire is practice, which is related to the process of teaching speaking skills and how students engage in learning English speaking skills.. The last is the

teacher's evaluation of teaching and learning when the activities has ended.

1. Introductory

What are your preparations for teaching Speaking? Each teacher has a different answer, but the preparation of teaching materials is the dominant answer. According to them, teaching materials must be prepared perfectly and teachers must have the ability to master the material for an effective learning process. By definition, teaching materials (instructional materials) are the information, abilities, and attitudes that learners must mastered by teacher to achieve the specified competence standards. Learning materials are an important part of the overall curriculum and must be well-prepared to achieve learning objectives (Kusumawati, 2017; Lapele, 2019).

In addition to teaching materials, teachers must also provide tools to assist them in their teaching and learning processes. This needs to be done perfectly, especially in the situation of the COVID-19 pandemic. Teachers will be more effective in the classroom if they have successfully access to digital learning tools such as microphones and headsets.

What are the sources of speaking learning materials? Practically, the researchers have given four options for teachers to choose from, including textbooks, special speaking books, Internet resources, and so on. Teachers are also allowed to choose multiple responses for a single question. As a result, 8 teachers (61.5%) chose textbooks, 8 teachers (5%) chose special speaking books, 10 teachers (76.9%)

chose internet sources, and finally 5 teachers (38.5%) chose others, an option that was not listed as a source of speaking learning materials.

Based on the result of the study, it indicate that each teacher tends to have different teaching resources, but the internet being the most common choice of teaching resources. It can be denied that the internet has made life easier for many individuals, including teachers. On the internet, users can freely access videos, audio, e-books, and other supported learning materials and suggested strategies. In addition, Emilianti (2013) found in her thesis about the use of online sources for obtaining English teaching materials and that it had several advantages: first, it allowed students to access authentic resources, and second, it increased students' enthusiasm to learn English. As a result of this finding, teachers are strongly required to take additional speaking material from an online source to have sufficient the existing information.

Table 2. Speaking Learning Material used by teacher

Respo ndent s	Text Boo ks	Special Book for Speakin g	Inter net	Othe rs...
Total	8	8	10	5
Perce ntage	(61, 5%)	(61,5%)	(76,9 %)	(38,5 %)

Is it relevant to the syllabus? The researcher wanted to know if all teachers had prepared the materials, devices, mastered teaching skills, and teaching resources that were relevant to the

syllabus. According to the respondents' responses, all teachers use materials, devices, skills, and teaching resources that were relevant to the syllabus. In addition, each teacher believes that every method applied is also relevant to be taught to students; furthermore, the strategies taught have also been prepared in advance so that teachers are not rigid and nervous during the teaching process, especially when teaching speaking.

Table 3. Relevance to the Syllabus

Respondents	Relevant	Irrelevant
Total	13	-
Percentage	100%	

2. Practice

What method do you use in teaching Speaking? The researcher provided four options for this question: discussion, role play, storytelling, and story complement. For this statement, teachers are only allowed to choose one answer. According to the results, 7 teachers (53.8 percent) chose the Role Play method, 1 teacher (7.7%) chose the Storytelling method, and 5 teachers (38.5 percent) chose the Discussion method for teaching speaking.

Table 4. Method in Teaching Speaking

Respondents	Discussion	Role Play	Story Telling	Story Completion
Total	5	7	1	-
Percentage	38,5 %	53,8 %	7,7%	

Based on to the statistics, role play is the most commonly used strategy for

teaching English speaking strategies in vocational schools. Through role playing, Students can understand instructional content by using role-playing to develop their creativity and appreciation. By portraying themselves as living or inanimate objects, students will be able to develop their creativity and appreciation (Hamdayama, 2016). In the activity, each student explores scenarios, objects, and people in their own way. The underlying determinants behind this are their feelings, attitudes, and value system and this is achieved through role-playing and dialogue. In line with Hamdayama, Wardani (2018) claims that in learning to speak English, the Role Play method also increases students' self-confidence. This is also the most persuasive reason for teacher to use role play in their classrooms.

Apart from to Role Play, The discussion method also another choice of the respondent. According to Brookfield & Preskill, (2012), discussion method is a way of presenting educational materials in which the teacher allows students (groups of students) to engage in logical arguments to gather ideas, make conclusions, or propose several possible solutions to a problem. The discussion technique is widely used in many lessons because of its student-centered learning, which engages all students in the learning process, especially when learning to speak English. The discussion technique can increase each student's perspective when learning occurs, especially in the classroom. The discussion technique is also expected to be one of the most effective techniques to increase students' confidence in their English communication skills (Afandi et al., 2013)

Furthermore, the respondents are interested in storytelling as an activity to teach speaking. According to James, Yong, & Yunus (2019), storytelling is a systematic activity in transferring stories to listeners, and it is another method chosen by teachers in teaching speaking strategies in Vocational School. Through story telling, learners can communicate the story in a variety of ways, and listeners can pick up language that they didn't know before from the reader's stories (Oktanisia & Heryanto, 2021). Students can benefit from this activity by increasing their capacity to think and imagine. Students then have various opportunities to assimilate knowledge and improve their communication skills.

The storytelling model of learning can be used by all ages. Students will be encouraged to imitate speaking by sharing stories. The students will then be inspired to respond to the story as audience members (Khaerana, & Nurdin, 2018). In addition, storytelling will have a positive impact on students' speaking abilities because it teaches them how to speak with proper gestures and intonation. It is beneficial for students to progress on extensive speaking (Mujizat, 2016). As a result of this explanation, storytelling can be used to help students enhance their English speaking skills. This storytelling method can be used in the classroom by educators. It can help students development by providing appropriate educational facilities.

Why do you use this method? In response to this question, each teacher was given the option to share their own thoughts on the chosen method. The most common answers is to find out how to make students more interested in

learning to speak. Given the importance of speaking skills, teachers must be able to teach speaking and innovative in the use of strategies that make students feel comfortable and confident when speaking English. Despite the noise, learning to communicate become easier because each student is encouraged to speak. Students' vocabulary skill will also develop as a result of the pronunciation practice they do under the direction of a teacher. At certain times, the teacher should offer an alternative topic. This, of course, will help students expand and memorize their vocabulary.

What are the activities of the teacher during the teaching and learning process? Based on this question, each teacher is allowed to express their own ideas about the ongoing teaching and learning activities. The most dominant answer to this question is that each teacher will monitor students' speaking learning activities, both individually or in groups. After the teacher monitors student activities, the teacher will help students who are still confused to complete speaking practice tasks. They also don't forget to give example of a good speaking technique as a reference for students so they can learn how to be good speakers. In addition, the teacher also evaluates all activities so that from every mistake made by students, the evaluation process is expected to make students better in speaking.

What are the student activities during the teaching and learning process? The most common response to this question is that each student participates in teacher-directed speaking practice sessions. Students engaged in activities and demonstrated creativity in the

classroom during peer speaking practice. They discuss ideas and concepts and try to put them into practice in front of their classmates. Although social interaction between students occurs, it is always under the supervision of the teacher. It is because if the teacher is careless with the students' activities in the classroom, the class will become uncontrollably noisy.

3. Evaluation

Do you always evaluate students' speaking ability in every meeting?

Based on this question, each teacher is given the four evaluation options. The four evaluation options are Always, Often, Rarely, and Never. The results showed that 8 teachers (or 61.5%) chose Always as the teacher-student assessment procedure, whereas 5 teachers (or 38.5%) chose Often. The teacher chooses Always and Often because the teacher's job is definitely to evaluate the performance of each student. Besides, the teacher can then provide conclusions or summaries of student learning achievement so that students can understand their respective capacities in the process of learning speaking.

Table 5. The Evaluation of Students' Speaking Ability

Respondents	Always	Often	Rarely	Never
Total	8	5	-	-
Percentage	61,5 %	38,5%		

What are the forms of speaking assessment according to the teacher? As part of the process of evaluating student achievement in the final speaking

teaching and learning process, each teacher was given more than one choice based on this question. The teacher evaluation of the student achievement will include five criteria: Pronunciation, Grammar, Vocabulary, Fluency, and Understanding. The results show that 9 teachers (69.2%) chose Pronunciation, 7 teachers (53.8%) chose Grammar, 8 teachers (61.5%) chose Vocabulary, 8 teachers (61.5%) chose Grammar, 8 teachers (61.5%) chose Vocabulary, 7 teachers (53.8%) chose Fluency, and 11 teachers (11%) chose Understanding as the criteria for assessing student achievement.

Table 5. Forms of Speaking Assessment

Respondents	Pronunciation	Grammar	Vocabulary	Fluency	Understanding
Total	9	7	8	7	11
Percentage	69,2 %	53,8 %	61,5 %	53,8 %	84,6 %

Do you have any suggestions on speaking learning strategies? Each teacher was asked if they had any suggestions for spoken learning activities that should be included in education system. The most preferred answer is Giving students additional opportunities to speak more regularly, such as allowing them to speak without being interrupted. Since teaching students to speak is a challenging task, not only the material needed, but also the willingness to communicate effectively, which is an important consideration for a teacher. As

a result, students may feel more comfortable expressing themselves in public. The next response was to remind them to practice speaking. Last, by presenting skillfull and creative strategies while teaching.

In summary, each strategy has its advantages and disadvantages. However, this is certainly in a consideration for every teacher, with the purpose of successfully developing chosen and planned strategies, with the aim of applying this method being to develop the English speaking skills of vocational school students.

CONCLUSION

Based on the results of the study, it can be concluded that:

- a. The research instrument was a questionnaire consisting of ten questions which were divided into three parts. The first question is an overview of what the teacher does before the students learn to speak English. The topic of the second questionnaire is related to the teaching process of speaking skill activities and how students are active when learning English. The last topic is the teacher's evaluation of teaching and learning activities when learning has ended.
- b. Teaching materials must be prepared perfectly, and teachers must have the ability to master the material for an effective learning process. This needs to be done perfectly, especially in the the COVID-19 pandemic situation
- c. The research finding indicate that All teachers use materials, devices, skills, and teaching resources that were relevant to the syllabus.

Besides, each teacher tends to have different variety of teaching resources, but the internet that was chosen by 10 teachers (76.9%) being the most common choice of teaching resources.

- d. Role play is the most commonly used to teach speaking strategies in English vocational schools. This strategy was chosen by 7 teachers (53.8 percent).

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