

## LEARNING STRATEGIES IN SPEAKING CLASSROOM: A TEACHING ACCELERATION FOR SECOND LANGUAGE

Nur Asiza, Farida bt, Abd. Rauf  
IAIN Parepare  
<sup>2</sup>Email: [nurasiza@iainpare.ac.id](mailto:nurasiza@iainpare.ac.id)

**Abstract:** The objective of the research is to get information of learning strategies which are commonly used by the eighth grade Students of the SMP Negeri 2 in speaking in the classroom and to know the strategies which are most effective to improve the speaking skill according to the eighth grade Students of the SMP Negeri 2 Parepare. This study apply a descriptive method. To get the good result, this study applies two questionnaires about students' learning strategies and which learning strategies are most affective the students' learning. The population of this research is the third semester students of the eighth grade Students of the SMP Negeri 2 Parepare in academic year 2020/2021. The sample of this study was 35 students. The result of this study found that the students 1) using English in classroom, 2) asking by using English, 3) actively imitating their teacher, 4) translating difficult sentences, 5) making quiz acively, and 6) correcting the structure mistake making by their friends, 7) paying attention to vocabulary, tenses, pronunciation, etc.

**Keywords:** *Learning Strategies, Students' Learning, Speaking*

### 1. Introduction

The aim of teaching and learning English in Indonesia is not only for academic purpose but also for national improvement in science and technology. The students are expected to have the language skills primarily English. English as a foreign language is taught as compulsory subjects from elementary up to the university. It is expected that by knowing English students can improve their knowledge themselves by reading scientific books which are written in English.

Many English students consider that English is difficult (Sakka and Naim 2019). They lack interest

to study the language because of it. The teacher of English should look for ways on how to make the teaching of English is more interesting to the students. If the method of teaching is suitable for the students, they will enjoy in learning it., they can increase their ability in that language. In the field of teaching in general and in foreign language in particular, the teachers should always be aware of the fact that the students differ in a wide variety of ways and these differences are likely to influence how the students respond and benefit from a given instructional program.

The lectures of English Program have devised ways to improve the quality of English graduate. Firstly, to develop the English material based on the integrated approach. Secondly, they improve more communicative teaching technique and learning more effectively (Nazaruddin 2017) Further he stated that the improvement of the quality of the student's English graduates do not only lie in the hand of English lectures but also in the hand of English students as the candidate of the English graduates. The lectures and the students must collaborate, the lectures guide and facilitate the students' learning while the students should be active in using the target language.

One aspect that seems to be most important in learning English is speaking skill. Most people who pose the mastery are measured in term of ability to carry out conversation in the language. According to Willis "a key terminal object in English is oral fluency that is why teacher of English must give more attention in this field." Encouraging the students to speak English is uneasy to do. The teachers have to be patient in building them to practice in speaking skill, but time is not enough to encourage the students by asking them to speak. The teacher must be a good sample by showing their positive attitudes toward speaking, so the students will imitate them and finally they will have much motivation in learning and speaking English. Besides that, the teacher should also present the material by using some appropriate strategies that are suitable with the students' needs and interest. It aims to stimulate the students' motivation towards English especially speaking skill. When the students have high motivation, they will be stimulated easily to practice their speaking skill.

The teacher should not demand too much from the students because they will begin to speak when they are ready. One issue of the failure of teaching English lies at the lack of the students' interest because the teachers do not know the students learning strategies in speaking. In order they can match it with their teaching strategy.

This research used a descriptive method. It aimed to give a description of learning strategies of the eighth grade Students of the SMP Negeri 2 Parepare in speaking in the classroom.

The population of this research is the third semester students of the eighth grade Students of the SMP Negeri 2 Parepare in academic year 2020/2021. It consists of 210 students. Since the number of the population is big, the researcher applied random sampling technique, in which only 35 students of eighth grade students of the SMP Negeri 2 were taken as sample of this research. The reason for choosing them because they have learning speaking.

In obtaining the data, the research applied one kind of instrument that is questionnaire. The questionnaires were divided into two types: questionnaire 1 and questionnaire 2. Questionnaire 1 is intended to obtain data about the students' learning strategies which are commonly used in speaking in the classroom, and questionnaire 2 is intended to collect data of the most effective learning strategies to improve the students speaking skill. The number of items for questionnaire 1 is ten (10) while questionnaire 2 consists of twenty (20).

## 2. Findings and Discussion

### The commonly strategies used by the students

Based on the findings the writer would like to explain that there are many kinds of the students' strategies in speaking in the classroom such as most of the students used English in the classroom when they communicate with their teacher (item 1). It is showed that the students realized themselves communication by using in English in the classroom with the is very important, because communication is the process of sending and receiving messages through verbal or nonverbal means, including speech, or oral communication. More simply, communication is said to be "the creation and exchange of meaning." This information is supported by James Carey that communication as "a symbolic process whereby reality is produced, maintained, repaired and transformed" in his 1992 book "Communication as Culture," positing that we define our reality via sharing our experience with others.

Even though in the result of this research showed that there were some of students were less to practice to speak and asked by using English in the classroom but they were diligent to practice in English with their friends (item2 and 3). It indicates that the students realize themselves how important to speak English is. One of the strategies of the students used to improve their speaking is imitate their teacher when she spoke (item 5). By imitating their teacher to speak can make them more confidence to speak English in the classroom. The other strategy that the students used in learning speaking in the classroom is asking their friends by using English. By asking our

friends by using English make us practice our English more and more. In this case, the writer would like to express some tips to illustrate to our friends if we want to ask them some question such as :

1. Keep your questions open-ended. Say "Can you tell me how you are feeling?" rather than "Are you feeling sad?" Give your friend time to answer.
2. Sometimes, just being able to vent about one's troubles is enough to feel better.
3. Ask "How can I help or support you?" rather than jumping in with your own solutions.
4. You may hear something that needs more support than you can give. Ask your friend if they have thought about going for help..
5. Don't promise to keep secrets, especially if your friend is talking about hurting themselves.
6. Be prepared to hear information that may be upsetting. This can be hard to take, so remember to take care of yourself.

Besides the strategies above the students used in learning speaking in the classroom still there are some strategies the students used such as small group discussion. (item 6). Even though small group discussion only a few of students used it is caused of pandemic situation. So to know more about the vocabulary that they do not understand they do translation strategy (item 7). In doing translation the students should know the types of translations. As a translator, the translator cannot translate carelessly, the translator must know and master which type of translation should be used. There are various types of translation require different ways of handling.

It is very rare to find a translator who is able to mastering all types of translation and produce high quality work. According to Larson there are two kinds of translation, form-based is translation that follows the form and grammatical structure of the source text that is known as literal translation. While meaning-based translation or idiomatic translation is a translation that focuses on giving the same meaning from the source language to target language apart of the sentence form.

Making quiz is also one of the strategies that used the students to improve their speaking (item 8). By doing quiz the students have many opportunity to practice their English, so they can speak English fluently. Besides make quiz the students also used correct structure strategy. This strategy can help their friends to overcome their structure mistake, because structure is also important in speaking. Besides the structure mistake the element of speaking is very important to be paid attention by the students when they spoke such as; vocabulary, grammar and pronunciation (item 10).

Based on the findings that the commonly strategies used by the eighth grade students of the smp negeri 2 parepare in speaking in the classroom are as follows:

- a) the students used English to their teacher when they were studying speaking in the classroom.
- b) The students ask their friends by using English in the classroom when they were studying English.

- c) The students were active to imitate the teacher in speaking English when they are studying English in the classroom.
- d) The students translate the difficult sentences when they are studying speaking in the classroom.
- e) The students were active to make quiz in the classroom with their friends to practice their speaking.
- f) The students were active to correct their friends' structure mistake when they are speaking in the classroom
- g) The students paid attention to the elements or aspect of language when we are speak English such as, vocabulary, tenses, pronunciation, etc.

### **The most effective strategies to improve the speaking skill**

There are some effective strategies to improve the speaking skill such as asking-question because asking-question to the teacher or to their friends made them anticlassic to speak (item 1 and 2). Asking-question could improve the students' self confidence in speaking English in the classroom. Asking questions may seem a simple task, it is perhaps the most powerful tool we possess as teachers. If we ask the right question of the right student at the right moment we may inspire her to new heights of vision and insight. A good question can excite, disturb, or comfort, and eventually yield an unexpected bounty of understanding and critical awareness. But even apart from such serendipitous moments, question-asking serves many functions that make it the stock in trade of the skillful teacher. If we want ask question

to someone, we have to choose a good question. The characteristics of good question are:

1. *Motivate student learning and fuel curiosity*
2. *Foster intellectual development and stimulate critical thinking*
3. *Assess student understanding*
4. *Guide discussion and shape a positive learning environment*
5. *While mastering the art of asking good questions is a lifelong pursuit, the following are four steps you can take to begin improving your question-asking practices.*

Even though asking-questions may seem a simple task, it is perhaps the most powerful tool we possess as teachers. If we ask the right question of the right student at the right moment, we may inspire her to new heights of vision and insight. A good question can excite, disturb, or comfort, and eventually yield an unexpected bounty of understanding and critical awareness. But even apart from such serendipitous moments, question-asking serves many functions that make it the stock in trade of the skillful teacher.

Besides asking-question strategy, discussion method is also effective to improve the students' speaking skill because it can help the students to practice their speaking skill (item 3, 4, and 5). Discussion Method or group learning is an instructional strategy which organizes students into small groups so that they can work to gather to maximize their own and each other are learning. It is supported by Barker that "Discussion technique is three or more people interacting face to face, with

or without an assigned leader in such a way that each person influences and is influenced by another person in group.

In beginning small group discussing by focusing students' attention on specific language tasks are represented in the curriculum. Give students structured interview guides that describe learning scenarios and ask students question about what they are due to complete the task. why they believe certain techniques are more helpful because the students can share response in their group and discuss. Discussion technique is structured and focused to make sure that learning is taking place. The teacher chooses the groups to reflect a diversity of viewpoint, abilities, gender and other characteristic. "Discussion technique or group learning is an instructional strategy which organizes students into small group so that they can work to gather to maximize their own and each other's learning. So, discussion technique is an instructional strategy, structured and focused to make sure that learning is taking place, encourages a student to think through concept which has been hazy, is an instructional strategy which organizes students into small group.

Game or quiz is an effective strategy to improve speaking skill because by doing game or quiz the students more effective to speak in the classroom. Therefore, games can help the students in building a good relationship with their friends as well as in increasing their speaking skill. A game in which participate competes individually or team to identification of something indicates obscurely.

A game in which the participants compete individually or in teams to identify something

indicate obscurely. Webster stated that in teaching speaking through games, students are expected to be involve datively in speaking class activity; they are much courage to think what they want to say. In other words, by guessing game students more active and interest in learning speaking. It is also supported by Klippel, the basic rule of guessing game is eminently simple: one person knows something that another one wants to find out. Based on definition above, it can be concluded that guessing game is a game in which person or participant knows something and competes individually or in team to identify or to find out the answer.

A conversational method is a structured conversational process that brings a group of people together to have a conversation about a topic or an issue. There are a multitude of varied conversational method (also known as process, practices, methodologies, tools or techniques). Many of them have exotic names but if you are not familiar with them. Traditionally, conversational methods are convened by trained or professional facilitators. But conversation is far too important to be left to trained specialists. We all need to learn to convene conversational events. Conversation is everyone's responsibility. The methods that are most relevant to Conversational Leadership are the ones that can be used daily by almost anyone. These are the methods that do not need a professional facilitator or fancy away days. Importantly, most of them can be used without permission from more senior management.

The other strategy of the students to improve their speaking skill is imitation (item 10 and 11). The imitated their teacher when she speaking. The

imitation method of teaching focuses on breaking apart skills into components, providing the learner with a model of the target behavior, and rewarding the learner for demonstrating the response immediately after the model. Imitation is one of the most important ways we learn new information. Imitation, or copying another's behavior, begins in infancy and continues throughout the lifespan. The imitation method of teaching focuses on breaking apart skills into components, providing the learner with a model of the target behavior, and rewarding the learner for demonstrating the response immediately after the model. When a learner develops a foundation of simple imitation skills, then those skills are combined into more complex skills

Why imitation to improve speaking skill is important? because it helps remedy some of the significant barriers to learning. It is possible to acquire most skills through imitation, and it's considered a natural way that children learn. Building a foundation of imitation goes beyond teaching a specific skill. It's teaching a child *how* to learn. So that imitation has many advantages to develop the students speaking skill such as:

- 1. It helps build a foundation for new skills.** As mentioned above, imitation training works in a building block method. Imitation of simple skills gets taught first. Then these imitations are combined to teach more sophisticated, advanced skills. Focusing on what the child already knows as a foundation approach learning in a positive way rather than just emphasizing deficits.
- 2. The imitation method makes learning quick and efficient.** Imitation training doesn't

rely on lengthy explanations, lots of written instructions, or allowing a child to decide when to demonstrate a skill. Instead, imitation training breaks a child's learning apart into more efficient interactions. The teacher demonstrates the specific skill. If the learner demonstrates the skill, the teacher provides positive consequences for performing the skill correctly. If the learner does not display the skill, the teacher provides a prompt to help bring out the skill in a learner, instead of taking the 'wait and see' approach. Imitation training helps quickly and efficiently address skills deficits because it goes right to the targeted skill and focuses the learning there.

- 3. Imitation benefits learners of all ages.** The value of imitation across the lifespan doesn't ever really diminish. Strong imitation skills help school-aged children learn the routines of a new classroom just as much as they help adults learning the routines when starting a new job. Spending the time to teach a solid imitation repertoire to a child with autism means providing a foundation he or she will use for life.

The next effective strategy to improve the students speaking skill is correction). The students can be self-confidence and enthusiastic in speaking if they are corrected their mistaken. The technique of the teacher did in correcting the students mistake in speaking is write down the mistakes the students did.

As human beings, we are forgetful creatures. When we make a mistake, we will not always remember to correct it the next time unless the consequences were catastrophic. For example, if we used filler words such as like, umm, we know,

we will keep repeating the same mistake unless you remind ourselves to change.

Everyday note down what went wrong and how could we have done better. Our notes serve as a reminder for your brain. When we write down your mistakes, our brain slowly learns not to repeat the same error. we might still repeat the same misstep, but we will notice yourself overcoming your flaws.

Jotting down our mistakes is powerful. Try it for a week and know the results for ourselves. we will find our English-speaking skills improving little by little.

The other effective methods could improve the students' idea and ability in speaking is translation. As we know that translation method is the way of a translator in translating or when she or he translates a text from source language (SL) into target language (TL) to achieve equivalence in translation.

Depending on the way we approach translation and the methods we use, we can divide it in several categories. Today translation is a highly-developed practice and there are plenty of perspectives and classifications, systemizing the various approaches to it. However, the most popular and frequent methods are the following:

- 1. Interpretative and communicative translation.** This method deals with understanding and re-creating the original text, without inflicting any radical changes; usually this applies to simultaneous and consecutive translation. It keeps the purpose of the original and achieves the desired effect. The function

and the genre also remain unchanged, stylistic changes are not to be tolerated.

2. **Word-for-word translation.** This one is quite similar to the first method. It is characterized by specific reproduction of linguistic elements from the source text; word-for-word translation. No stylistic or linguistic changes should be made. Morphology and syntax and/or the meaning of the original should be strictly adhered to. The function of the translation is subject to some change, as change is not the priority here, but reproducing the linguistic system or the formatting of the source text.
3. **Free translation.** The purpose of free translation is to keep the source language function, even if general meaning suffers from it. Content must remain unchanged. Certain changes to categories like social and cultural environment, genre or communicative dimension (tonality, dialect) are okay. These changes vary according to the target audience (e.g. if the text is aimed at children), new designation (stage adaptation), change of context or personal choice. This method is the easiest to apply but it doesn't apply for any type of text; before approaching translation "freely", we must take into account the listed categories subject to change.
4. **Philological translation.** When applying this method, the translator can add notes of philological and historical nature to the translation, with the purpose of not only understanding specific terms and words properly, but also for adding clarifications of familiar meanings; in this case, the source text often becomes subject of examination and the

translation aimed at specialized audiences or students.

Also, the so-called **translation strategy** plays a key role in the whole process. There are several strategies, which represent a separate methodology, approaches and take part in the overall translation. The translation strategy all depends on the translator and his or her personal approach to the process. There are also certain **translation techniques**, i.e. the specific verbal procedures, recognizable in the end result; they achieve transition and affect smaller units of text. While the **method** of translation is strictly specific, the **strategy** and the **techniques** we are using are individual and object of preference by the translator. They are not bound to each other, e.g. when using the free translation method, we could use different translation strategies and techniques. Of course, as long as it keeps the end result intact.

One of the aspects of effective strategy in improving speaking skill is pay attention to someone when they were speaking (item 18, 19 and 20). By paying attention to my friend when they were speaking can improve my spirit and my self-confidence and also my ability in speaking English with my friends.

In brief, that the most effective strategies to improve the speaking skill according to the eighth grade Students of the SMP Negeri 2 Parepare such as:

- a) Asking-question could improve the students self confidence in speaking English in the classroom.
- b) By using discussion method stimulates the students idea in speaking English in the



- classroom and free to improve their idea in speaking English if it was done by using discussion method.
- c) The students liked to study speaking English in the classroom if the teacher used game or quiz.
  - d) The students could improve their speaking skill if their teacher do conversation method in learning teaching process because conversation method could improve the students' idea freely
  - e) By imitating the teacher or their friends in speaking English in the classroom students could improve their self-confidence and their speaking.
  - f) Correction strategy could improve the students enthusiastic, self confidence and ability in speaking English
  - g) I translation strategy could improve the students' idea and ability in speaking English.
  - h) Pay attention strategy could improve their spirit and self confidence and also ability in speaking English if they paid attention when speaking with their friends.
- b) The students ask their friends by using English in the classroom when they were studying English.
  - c) The students were active to imitate the teacher in speaking English when they are studying English in the classroom.
  - d) The students translate the difficult sentences when they are studying speaking in the classroom.
  - e) The students were active to make quiz in the classroom with their friends to practice their speaking.
  - f) The students were active to correct their friends' structure mistake when they are speaking in the classroom
  - g) The students paid attention to the elements or aspect of language when we are speak English such as, vocabulary, tenses, pronunciation, etc.

The most effective strategies to improve the speaking skill according to the eighth grade students of the SMP Negeri 2 Parepare such as :

- a) Asking-question could improve the students self confidence in speaking English in the classroom.
- b) By using discussion method stimulates the students idea in speaking English in the classroom and free to improve their idea in speaking English if it was done by using discussion method.
- c) The students liked to study speaking English in the classroom if the teacher used game or quiz.

### 3. Conclusion

Based on the findings, the researcher concludes that the commonly strategies used by the eighth grade students of the SMP Negeri 2 Parepare in speaking in the classroom are as follows:

- a) The students used English to their teacher when they were studying speaking in the classroom.

- d) The students could improve their speaking skill if their teacher do conversation method in learning teaching process because conversation method could improve the students' idea freely
- e) By imitating the teacher or their friends in speaking English in the classroom students could improve their self-confidence and their speaking.
- f) Correction strategy could improve the students enthusiastic, self-confidence and ability in speaking English
- g) I translation strategy could improve the students' idea and ability in speaking English.
- h) Pay attention strategy could improve their spirit and self-confidence and also ability in speaking English if they paid attention when speaking with their friends.

Based on the conclusion presented above, the researcher would like to give suggestions. For the English teacher, the teacher can use some strategies in teaching English to improve the students' speaking skill. It is not only an interested media but also easy to be made. The teacher has to find a way to make the students interest to speak English in the classroom. The teacher has to be creative in making and giving material in conducting the teaching and learning process. Other meanings that, the teacher has to apply vary of teaching strategies in order the students will not feel bored in learning process in the classroom. For the Students, to create good sentences, the students should spend a lot of time to build up their speaking. Realizing the importance of speaking,

the students are expected to be creative in practicing their speaking in the classroom. For the curriculum designer, the curriculum designer is suggested also to propose any kind of strategies. It is suggested to be considered in arranging and designing a curriculum to improve the quality of the teaching and learning in the future. For the next researcher, Speaking is one the important language skills that should be mastered by the students. The next researcher suggested to develop the students' speaking skill by using some of strategies.

## References

- Alles, Edward David and Rebecca M. Valette. 1972. *Classroom Techniques: Foreign Languages and English as a Second Language*. New York: Harcourt Brace Jovanovich.
- Brown, H. Douglas. 1980. *Principle of Language Learning and Teaching*. First Edition, Englewood Cliffs: Prentice Hall Inc.
- Chamot, A.V. and Kupper, L. 1989. *Learning Strategy in Foreign Language Instruction*. Foreign Language Analls Louisiana State University.
- Carrier, Miscall. 1980. Take 5. *Game Activities for the Language Learners*. New York: Longman.
- Carpio, Rustica C. and Anacleta M. Encarnacion. 2005. *Private and Public Speaking*. Jakarta: Yayasan Obor Indonesia.
- Davis, Evelyne. 1989. *Understanding Learning Styles*. Hasanuddin University. SIL. Ujungpandang.
- Gagne, Robert M. 1989. *The Conditions of Learning and Theory of Instruction*. Japan: Holt Sounders Internasional.
- Good, Carter V. 1897. *Dictionary of Education*. Cincinnati: MC. Graw Hill, Inc.
- Harmer, J. 2001. *The Practice of English Language Teaching*. Third Edition. New York: Longman Press ELT.

- Holt. 1995. *The Basic Dictionary of American, English*. London: Oxford University Press.
- Hornby, A.S. 1974. *The Advanced Learner's Dictionary of Current English*. London: Oxford University Press.
- James, Moffet. 1986. *The Affective Teaching of Language Arts*. Donna E. Norton: Texas A dan M. University.
- Keon and Personke, 1976. *The Affective Teaching of Language arts*. Donna E. Norton. Texas A dan M. University.
- Lasunra. 1994. *The Inside and Outside Learning Strategies Used By Seventh Semester Students of English Education Department of FPBS IKIP Ujung Pandang in Improving Their Speaking Ability*. (Thesis) FPBS IKIP Ujung Pandang.
- Nunan, D. 2004. *Task-Based Language Teaching*. Cambridge: Cambridge University Press.
- Rahman. 1995. *The Students Interest in Studying Speaking Used Speaking through Oral Communicative Activities*. A Research Report Faculty Tarbiyah IAIN Ujung Pandang.
- Rasyid.M.Amin. 1993. *Teaching Speaking Through Functional* (research Report) FPBS IKIP Ujung Pandang.
- Nazaruddin, Rezkiawati. 2017. "Content Analysis Speaking Materials in English Textbook Based on 2013 Curriculum for the First Grade Student at Vocational High School." *Eduvelop: Journal of English Education and Development* 1 (1): 49–56. <https://doi.org/10.31605/eduvelop.v1i1.2>.
- Sakka, Wahyuni, and Rezky Naim. 2019. "Application of A Joyful Learning Strategy Based on Humor Communication to Improve the Interests and Achievements of Learning English | Eduvelop: Journal of English Education and Development." 2019. <https://ojs.unsulbar.ac.id/index.php/eduvelop/article/view/423>.
- Thomas M. Sherman. 1990. *Proven Strategies for Success Learning*. Virginia Polytechinc Institute and State University.
- Willis, Jane. 1981. *Teaching English through English a Course in Classroom Language and Techniques*. Harlow Longman.