

The Strategies Used by English Teacher to Encourages Students to Speak at SMAN 1 Tebing Tinggi

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Abstract. The purpose of this research is to find out what are the teacher strategies use in teaching speaking English SMAN 1 Tebing Tinggi. This research used in descriptive qualitative. Technique of collecting the data observation checklist. The data analysis used data condensation, data display and data drawing and conclusion. This study focuses on: What are the strategies used by English teacher to encourage student to speak at SMAN 1 Tebing Tinggi. The aim of this study is to describe a strategies teacher to encourage students to speak. This research is qualitative research, and population of the research was SMAN 1 Tebing Tinggi and the sample was XI Science 25 student. In this section, And as a result, teachers implement a variety of identified strategies that include group or mate work, teacher control, hard reading, and role-playing. However, it is known that teachers more often use combined strategies to improve student speaking skills and overall, more effective strategies for students to speak more actively and create a pleasant atmosphere, that is, all applied by teachers except for voice recording strategies that are not applied in class but outside the classroom in applying students practice themselves at home

Keywords: Teacher Strategies; Speaking

1. Introductions

Language is the means by which humans communicate or engage with others. Language allows us to convey our feelings and ideas. It is a language that the listener can readily understand, therefore language is essential for a person's communication, whether expressed through writing or orally. Similarly, with speaking, speaking is the act of communicating with others through language (Fulcher, 2015). This implies that this activity includes two or more individuals, with participants acting as both hearers and speakers, requiring them to respond quickly to whatever they hear and contribute at a fast rate of speed, with each participant having an intention or set of intentions. Besides that, according to (Ur, 1996) One of the four language abilities, speaking, is the most crucial since people who acquire a language are referred to as speakers of that language (Ur, 1996). It means that the students have to master it but there are many students but there are many students who are lack to speak English. Teachers should use several strategies to deal with students to reduce their difficulty in speaking and to help them become fluent. English teachers must actively develop students' speaking skills by incorporating communicative language practice and media use into lessons and offering ample practice opportunities.

2. Method

According to (Sugiyono, 2008) there are two parts of the collection of research data namely population and sample. The population of this research was SMAN 1 Tebing Tinggi and the sample was class XI Science, they are 25 students, consisting of 12 male students and 13 females. Then for sample data is the portion of the population taken to represent the population in its entirety that is used by respondents in a study. The researchers used these samples according to the conditions in the classroom when learning took place.

According to Miles, Huberman and Saldana (2014:13), qualitative data analysis consists of three plots of activity which are data condensation, data display, drawing, and verify conclusion.

According to Miles, Huberman and Saldana (2014:13), data condensation directs the process of selection, focus, simplification, abstract, written field records, interviews, transcripts, documents, and other empirical material. In the process of data condensation, researchers obtain data by performing sheet observations during research activities, in this step researchers identify data with the formulation of research problems based on the strategies used by English teacher to encourage student to speak at SMAN 1 Tebing Tinggi.

The next step after data condensation is to present data or display data. In qualitative research, data presentation is done in the form of brief descriptions, tables and paragraph sentences. Miles and Huberman (2001) stated that the most commonly used to present data in qualitative research are narrative texts. Data display of this research are table and narrative text.

The final step is to make conclusions and verification. Making conclusions can be defined as the process of collecting data content in the form of statements. Researchers draw conclusions based on checklist observation data carried out during two meetings. Researchers draw conclusions based on data and what they have collected, then analyse everything to draw conclusions.

In this step, the researchers wrote down the conclusions based on the observation data and compared the first and second observations. This observation confirms answers to research questions about the strategies teacher to encourage students in dealing with less active students speaking English. The conclusion of this study uses qualitative descriptive to focus on the strategies used by English teacher to encourage student to speak at SMAN 1 Tebing Tinggi.

Table 1. Instrument of the Research

No	Teachers Strategies	Indicators	Yes	No
1	Groupwork	1. Form groups 2. Give tasks to groups 3. Each group performs tasks 4. Teachers evaluate students		
2	Teachers controlled	1. Groups that have been divided 2. Tasks are divided into groups. 3. The teacher gives freedom to students, or the teacher only guides students through the student learning process. 4. evaluation		
3	Reading aloud	1. Individual/group. 2. assignment to students. 3. students read loudly with intonation, reading marks and expressions 4. evaluation.		
4	Role play	1. grouping 2. choosing appropriate roles 3. conducting dialogue 4. Evaluation		
5	Tape recorder	1. person, 2. recorded voices while speaking, 3. Then listened back, 2. evaluations		

3. Results and Discussions

Based on the above discussion, the teacher uses only 4 strategies, namely, teachers using group work, controlling teachers during learning, reading aloud, and role play. For the initial phase of the table, more explaining the preparations that the teacher makes for the students to enter before entering the learning process, and for the second table, ore focused on students to speak in person, in pairs and groups. Based on the results of the discussion above, there is a strategy that the teacher does not use, namely tape recorder because it is only used outside the classroom to support student activity.

The Result of the first observation

No	Teachers Strategies	Indicators	Yes	No
1	Groupwork	1. Form groups 2. Give tasks to groups 3. Each group performs tasks 4. Teachers evaluate students	✓ ✓ ✓ ✓	
2	Teachers controlled	1. Groups that have been divided 2. Tasks are divided into groups. 3. The teacher gives freedom to students, or the teacher only guides students through the student learning process. 4. evaluation	✓ ✓ ✓ ✓	
3	Reading aloud	1. Individual/group. 2. assignment to students. 3. students read loudly with intonation, reading marks, and expressions. 4. evaluation.	✓ ✓ ✓ ✓	
4	Role play	1. grouping 2. choosing appropriate roles 3. Conducting dialogue 4. Evaluation	✓ ✓ ✓ ✓	
5	Tape recorder	1. person, 2. recorded voices while speaking, 3. Then listened back, 4 evaluations		✓ ✓ ✓ ✓

Based on data observations from the researchers above, there are four teacher strategies to encourage student to speak namely, the teacher uses group work, teacher control during learning, reading aloud, and role-play.

Table 2 The Result of the second observation

No	Teachers Strategies	Indicators	Yes	No
1	Groupwork	1. Form groups 2. Give tasks to groups 3. Each group performs tasks 4. Teachers evaluate students	✓ ✓ ✓ ✓	
2	Teachers controlled	1. Groups that have been divided 2. Tasks are divided into groups. 3. The teacher gives freedom to students, or the teacher only guides students through the student learning process. 4. evaluation	✓ ✓ ✓ ✓	
3	Reading aloud	1. Individual/group. 2. assignment to students. 3. students read loudly with intonation, reading marks and expressions. 4. evaluation.	✓ ✓ ✓ ✓	
4	Role play	1. grouping 2. choosing appropriate roles 3. conducting dialogue 4. Evaluation	✓ ✓ ✓ ✓	
5	Tape recorder	1. person, 2. recorded voices while speaking, 3. Then listened back, 4 evaluations		✓ ✓ ✓ ✓

This second data observation is not so much different from the first observation, there are four teachers' strategies encourage student to speak English, namely, teachers using group work, controlling teachers during learning, reading aloud, and role play.

4. Conclusions

In conclusion, research conducted on teachers' strategies in dealing with encouraging students to speak English, the researchers revealed the findings of teachers applying various identified strategies that include group or mate work, teacher control, reading aloud, and role-playing. However, it is known that teachers more often use combined strategies to improve student speaking skills and overall, strategies used to further encourage students to speak as well as enhance school programmes teachers implement overall strategies except for voice recording strategies that are not applied in class by teachers, although voice recordings are applied by students independently outside of school hours or at home.

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