Educators’ Strategies: Overcoming Students’ Speaking Difficulties

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Abstract. The purpose of the study to know how teachers actually put their "strategies in teaching speaking class" into practice. This study employed a descriptive qualitative methodology. The result of the study show that The teacher at SMA Negeri 1 Selayar employs a number of methods to help her students overcome their speech impairments, including role playing as a means of encouraging students to express and expand upon their own ideas in relation to a given theme, group discussions to increase students' fluency in English and comprehension of assigned material, and the use of games to expand students' vocabularies in the language. Role playing is the most popular tactic, and The positive reaction from pupils at SMA Negeri 1 Selayar suggests that the methods being used to help them are effective.

Keywords: Students, Teacher, Difficulties

INTRODUCTION

Given the significance and relevance of the English language, it is imperative that students receive a higher quality education beginning at a young age. If he starts off his academic career with strong command of the English language, he's far more likely to succeed in later years. Especially now that science, technology, and communication have advanced to the point where English is one of the languages of world communication, it is imperative that every person be fluent in spoken and written English.

Students might benefit from learning all four skills of communication in English: listening, speaking, reading, and writing. Skills in reading and listening are receptive, whereas those in speaking and writing are productive. Due to the use of English language teaching resources, fluency in spoken English may be considered one of the four essential abilities.

If you wish to communicate effectively in English, you should consider taking an English language course. Communicative competence encompasses all four linguistic modalities: talking, hearing, and reading/writing. Vocabulary, grammar, and pronunciation are all parts of a language’s system (Sirajuddin, 2020). The majority of people who speak English can thank their school’s English curriculum.

The ability to speak the English language is crucial since it is via speech that we are able to carry on a discussion.

Ability in spoken language is a valuable asset (Siahaan, 2008). Speaking, then, is the ability to make sounds that have meaning and can be understood by other people, allowing one to establish effective lines of communication. Moreover, talking is the process of expressing oneself through language (Fulcher, 2003). This indicates that there are multiple people involved in the activity, each of whom is required to move quickly in response to what he or she hears and adds to the conversation, and who each have their own intentions or sets of intentions that they wish
to achieve. Therefore, the English instructor should take an active role in developing the students' oral communication skills by incorporating communicative language activities and engaging media into the classroom and providing ample opportunity for students to practice their oral communication skills. In order to construct meaning through their exchanges with one another, speakers engage in the process of speaking (Bailey, 2000). Students of a foreign language often struggle with the ability to talk fluently and confidently because they worry about sounding foolish. One of the challenges of teaching public speaking is getting students to overcome their inhibitions about making mistakes in grammar, vocabulary, and pronunciation while they interact with others. Those students who demonstrate proficiency in English through their use of correct grammar, clear pronunciation, natural speech patterns, tight diction, deep understanding, and a wide range of vocabulary are regarded as having a competence in English. Achieving this pinnacle of English proficiency, however, is no small feat, since it requires pupils to both communicate fluently and reflect about their own linguistic performance as they do so. Therefore, in order to become an effective communicator, it is imperative that students master these skills. As a result, in order to become proficient speakers, students should focus on developing those areas. The goal of any English instructor in a school setting should be to boost pupils' self-assurance in public speaking by creating an engaging learning environment in which they want to participate. Speaking is a talent that can be taught, and the purpose of teaching speaking is to help students become more effective communicators in everyday situations.

Teachers require methods to guarantee that all of their pupils will eventually develop their oral communication skills (Rosmayanti & Sabillah, 2017). Teachers have a crucial role in the classroom as facilitators of student learning. This is consistent with the findings of Khamkhien (2010), who notes that an engaging classroom is the result of the instructor's role as facilitator and that such an instructor needs adequate time to prepare the necessary resources. The lecturer should also be able to relate the subject to the students' prior knowledge of the language, their experiences in the real world, and their other linguistic and nonlinguistic skills. Each lesson should include the lecturer's own planning, self-reflection, and assessment. The capacity to pinpoint student difficulties is essential in the reflection process.

A learning strategy is a method of helping students learn and retain information more quickly (Sukmawati & Sabillah, 2020). In addition to directing students' attention toward their goals, the learning method facilitates subject-specific knowledge retention (Dansereau, 1985). The approach for learning is not innately present in well-trained individuals.

One definition of a learning strategy is a set of steps taken in advance to reach an educational objective. Choosing the best method of study can affect how well you absorb new information. And on the other hand, choose a bad method of study will always make the study process less efficient and fruitful. Because of this, the teacher must be involved, as he or she has the authority to decide on the approach or strategy to learning that will be used. As for the common approach, namely: As for the influence or benefits of using a strategy that is a learning strategy that emphasizes the development of cognitive, affective, and psychomotor aspects in a balanced manner, so that learning through this strategy is considered more meaningful, can provide space for the students to learn according to their learning style, a strategy that is considered in accordance with the development of modern learning psychology co. The needs of pupils with above-average ability can also be met by this kind of instruction, which is an additional plus. That is, kids who are strong learners were not held back by those who were not.

In addition to the positive outcomes that can result from employing such methods, there are some drawbacks to implementing them, including the following: The implementation of SPI as a learning method would make it challenging to monitor students' progress and implement effective lesson plans due to the strategy's inherent incompatibility with students' established study routines. It can be time-consuming to put into practice, making it difficult for teachers to adapt it to the allotted period of time.
The pros and cons of utilizing a technique when studying English as a whole. Advantages include fostering originality and innovation while learning English, as well as saving time. However, some drawbacks include a failure to grasp the significance of students' roles and an increased difficulty in resolving classroom issues related to English language acquisition.

During my first and second internships, I witnessed teachers employ a wide variety of methods to help students with their communication skills, and I also noticed that some teachers had methods that were more effective than others. Students' accomplishments also range widely. This prompted them to investigate SMAN 1 Selayar.

Teaching is more than just giving a talk and handing out facts; problem-solving learning models take this into account. Training, on the other hand, entails a thorough examination, search, investigation, thought, analysis, and discovery. Concerning the aftermath or misuse of problem-solving strategies, it is possible that Instill in them the ability to think logically, Instruct kids on how to plan an investigation, The ability to use imagination and originality in one’s Fix the difficulties you’ll actually encounter, Determine where to look and then check it out, The ability to comprehend and assess observational data, Inspire pupils to think creatively about how to approach and resolve challenges, increasing the practical application of what they're learning, Promoting self-assurance in the classroom. From the effects or advantages obtained, there are also weaknesses, such as the need for sufficient time, the involvement of more people, the fact that not all lessons contain problems, the necessity of regular planning and arrival, and the possibility that some students will exhibit ineffective behavior as a result of using this approach. Researchers at SMAN 1 Selayar are interested in the teachers' methods for resolving difficulties with students' public speaking because of the significance of the technique. The methods used by educators to address students' linguistic needs are detailed in this study. Studying how teachers actually put their "strategies in teaching speaking class" into practice is what we’re after here.

METHODS

This study employed a descriptive qualitative methodology. The purpose of qualitative descriptive research was to provide a detailed account, using common language, of particular events experienced by individuals or groups (Sugiyono, 2011). To put it simply, qualitative descriptive research was the least "theoretical" of the several qualitative research methods. SMAN 1 Selayar has six classes and one English teacher for a total of 215 pupils. In this study, we focused on two separate factors. First, instructional practices are the dependent variable. The second independent variable is the students' communication difficulties. The interview served as the primary data collection method for this study. The key methods used in this study were interviews and observations.

RESULTS AND DISCUSSION

Data Presentation Interview

Interview is part of researcher makesure the method that used by the teacher in the classroom and to figure it out the the way teacher overcoming the problem face it by students in the learning activity at SMAN 1 Selayar.

The students’ conditions in the class English lesson. Based in the interview result, the teacher said that:

"The students good enough in learning activity"

Meanwhile, the speaking problem of the students in learning process based in the interview, the teacher said that:

"The problems was faced by the students was they are usually worried about the pronunciation and the tense. So, they are sometimes difficult to speak English"

The teachers strategies to overcome speaking problem in the process of learning English, the teacher said that:
“Most of the time I use Role play (Through video) and Simulation in front of the class. So, they will be confidence to pronounce the words in English”

“Simulation: in this strategy is able to encourage the students’ ability in speaking because each student will get different responsibility and he/she does not need to master all the materials in their group, Role - play, Numbered heads together”

The Teachers’ Strategies in Overcoming Problems in Speaking Class at SMAN 1 Selayar

The teachers at SMA Negeri 1 Selayar employed a combination of the role-play method and the usage of number heads to help the students overcome their difficulties with public speaking. A number of previous studies by other researchers corroborate the findings of this one. Indah (2011) has previously conducted research into the methods employed by regular school teachers while instructing students in the art of oral communication. Effective discussion, argument, role playing, and daily dialogue were identified as four of the teacher's strategies for teaching English language skills. Then, Rianingsih (2015) investigated how educators at Ma An-Nur Cirebon’s English-language immersion program helped their students overcome their speech impairments. Her research showed that teachers may help students overcome their fear of public speaking by having them engage in activities including debates, role plays, prepared lectures, interviews, games, and brainstorming sessions. It was also discovered that a teacher’s approach to helping students succeed in the English Intensive program had a positive effect on their performance. Wijayati (2011) conducted research on metacognitive approach in the context of the regular-class speaking-learning process. As a result, the instructor employed a number of distinct methods of instruction. The children were better able to understand the context thanks to the visual aid she used. In order to make everyone feel comfortable, she played a game. Wahyuni (2013) conducted research on the effectiveness of direct and indirect methods for teaching regular-class speaking. The results show that students employed a wide variety of approaches, from across six distinct strategy classes, with a clear preference for metacognitive methods. This data also demonstrates that the adoption of emotive tactics was highly influenced by both speaking proficiency and gender. Hasbullah, (2009), on the other hand, looked at teachers' methods for addressing difficulties with language instruction in the classroom at SMK NEGERI 1 Singosari Malang. As a result, the teacher uses techniques like immediate reinforcement, information on the significance of English, engaging activities, extra credit, lists of words, media-based word examples (song lyrics, newspaper articles, magazine articles, etc.), drilling, direct correction, reading aloud, training the students to think in English, pair working, and grouping to help them overcome their speaking difficulties. The usage of pair working techniques in educational settings is widespread. Also, an earlier study conducted by Nur Haliza (2019). Strategies Used by Teachers at SMPN 2 Pangkajene to Help Students Improve Their Speaking Skills. Research findings revealed that students employed expository-style inquiry tactics and 5- and 10-word lists to memorize new words. Students’ difficulties with communication stem from things including a limited vocabulary and an unfamiliarity with the English language.

Results from this study may differ slightly from those of the aforementioned study because of the influence of these and other variables. Variances between the results of this study and those of other studies can be attributed to a number of reasons, including differences in the subjects studied, differences in the challenges teachers experience when instructing on the teaching of speaking, and differences in research themes. Also, as every educator tailors their approach to the unique challenges presented by their students, variations in outcome should be expected. This demonstrates that every school and student faces a unique set of challenges, and that teachers must adapt their methods to meet the specific requirements of their pupils. in the hopes of improving students’ fluency in the language.

Teachers at SMA Negeri 1 Selayar use techniques like role playing and prompting students to share their own ideas in response to a specified theme in order to help pupils overcome their fear of public speaking. Games as a means of increasing students’ vocabulary in English and as a
means of encouraging students to participate in more in-depth discussion on assigned material (Simsek & Direkci, 2019; Pratiwi et al., 2021). Those findings corroborate those of a previous study by Anggraeni and Assafari (2020).

Methods Used to Teach Public Speaking at SMAN 1 Palopo

According to the findings of her research, Instructor 1 implemented the following pedagogical strategies: class discussion, role-play, brainstorming, writing, conversation, blogging, picture description, and learning assignment. While teacher 2 engaged students in a variety of activities, including discussions, role-plays, brainstorming, writing, questions, reading, explanations, and even a game of ice hockey. When instructing students in the art of public discourse, each instructor takes a slightly different approach. And At SMA Negeri 1 Selayar, children had a positive reaction to teachers' efforts to help them overcome their challenges. The benefits include increased self-confidence, increased participation in speaking activities, expanded knowledge, enhanced communication skills, the capacity to understand and react to questions posed in English, and so on. At SMA Negeri 1 Selayar, children enjoy and relax during classroom discussions thanks to teacher-led speaking exercises.

CONCLUSIONS

The teacher at SMA Negeri 1 Selayar employs a number of methods to help her students overcome their speech impairments, including role playing as a means of encouraging students to express and expand upon their own ideas in relation to a given theme, group discussions to increase students' fluency in English and comprehension of assigned material, and the use of games to expand students' vocabularies in the language. Role playing is the most popular tactic, and The positive reaction from pupils at SMA Negeri 1 Selayar suggests that the methods being used to help them are effective.

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