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## Teacher Strategies in Developing Speaking Skills for Class VI Students

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### Abstract

This study aims to describe the strategies employed by teachers to enhance the speaking abilities of sixth-grade students at SDN 04/II Muara Bungo during the odd semester of the 2018/2019 academic year. Utilizing qualitative research with a descriptive approach, data collection involved observation, interviews, and documentation of the homeroom teachers of class VI. The findings indicate commendable speaking proficiency among students, facilitated by diverse teaching strategies. These encompass social skill development through discussions, model repetition, and interactive questioning; semantic skill enhancement via audio-visual aids like images and videos, alongside question-answer techniques; phonetic skill refinement through mobile audio-visual aids and interactive sessions; vocal skill improvement through revisiting reading materials and interactive sessions; as well as teachers employing effective speaking styles, utilizing standard language, appropriate gestures, and mastery of the subject matter. Additionally, teachers utilize oral assessments to evaluate students' speaking proficiency. In conclusion, the study affirms the teachers' success in fostering students' speaking abilities, encompassing social, semantic, phonetic, and vocal dimensions.

Keywords: Elementary School; Speaking Skills; Teacher Strategy

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## INTRODUCTION

According to Law No. 20 of 2003, "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills. which is needed by himself, society, nation and state." So, education is a plan that aims to develop students' potential to become more skilled in various things. A person who has a high level of education will of course have a more focused and orderly life, therefore education is very useful for supporting a person's life.

According to Redja Mudyahardjo (Mudyahardjo, 2012: 3) Education is a learning experience carried out by various aspects of life and carried out throughout life. Education greatly influences a person's life. Furthermore, according to Combs & Ahmed (1973: 9) Education is learning that can be done anywhere. Education is a process that is interconnected with each other from early childhood to adulthood and this really requires learning methods and resources. Education is carried out throughout life which is a learning experience that is very useful for making a person's life better. In the learning experience process, it is carried out by teachers, teachers who provide learning experiences or guidance

to students.

According to Law no. 14 of 2005, teachers are professional educators who have the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal primary and secondary education channels. It can be concluded that a teacher is someone who has an important role in learning activities and who shares knowledge with students. Furthermore, according to Syaiful Bahri Djamarah Guru (2010: 53) a teacher is someone who gives knowledge to someone. Teachers can carry out teaching and learning activities anywhere, not necessarily at school. Teachers have the main task of educating, teaching and guiding their students. A teacher who can make learning successful and achieve the expected learning goals. To achieve the expected learning goals, it is very important for teachers to create a learning strategy because in a learning strategy there are steps in regular and planned teaching and learning activities that can be used by teachers. Furthermore, according to Suyadi (2015: 13), a learning strategy is a plan containing activities designed to achieve educational goals. Furthermore, according to Sanjaya (2008:23), learning strategies are plans that use methods in learning which aim to ensure that learning is carried out successfully. With a learning strategy, teachers have a technique for carrying out teaching and learning activities to achieve a goal. So, teaching and learning activities will be more effective, efficient and productive.

In carrying out teaching and learning activities, especially in developing skills, teachers must use learning strategies. Skills will be better if students are given direct experience. One of the skills that needs to be given to students and requires comprehensive teacher guidance is speaking skills. Where speaking skills are often used by students every day when having social interactions with other people. This form of communication is called oral communication, which is useful for conveying information to other people and is useful for obtaining information. Students who have good speaking skills will be more confident appearing in public, and of course will find it easier to interact with other people.

Speaking Skills in the Big Indonesian Dictionary (2001:1180) skills are the ability to complete tasks. So, it can be concluded that skills are students' ability to do something. Meanwhile, speaking skills are students' ability to carry out social interactions with other people. Skills need to be taught to students from a young age so that when they grow up they can become someone who is skilled and agile in carrying out various activities, and able to face life's problems.

Furthermore, according to Arsjad and Mukti U.S. (1988:1) someone cannot have the ability to speak easily. To have this ability, you must carry out tests in the form of practice and guidance from other people. Speaking skills are useful for improving speaking skills so that they are more varied and regular. Therefore, speaking skills are very important for someone to have. Speaking skills need to be trained on oneself, to have good speaking skills one must pay attention to several things in carrying out social interactions with other people as explained by Harris (in Tarigan, 2015: 3) there are 4 components of skills, namely: phonology (sound) , sentence structure, vocabulary, fluency (accuracy). According to Maburi (2017: 112-117), he also said that speaking is the ability to convey a message that is on one's mind to another person. Someone who frequently engages in social interactions means the more often that person communicates.

Someone who has speaking skills will be able to convey messages to other people or those around them well. Speaking skills are one of the activities used in teaching and learning activities. Speaking skills must be taught to children from a young age, so that children are able to pronounce articulatory sounds correctly in conveying their ideas.

By having good speaking skills, students can communicate with their friends and make it easier for them to express their thoughts, suggestions and ideas about something, are able to establish good relationships with other people, respect themselves and others, have high self-confidence. and skilled at speaking in public and in the surrounding community. On the other hand, someone who is not skilled at speaking and does not want to practice speaking, then that person does not have the skills to speak well. However, nowadays there are still students who don't want to practice speaking so these students don't have speaking skills. This results in students being less confident in speaking with people, students feeling nervous when expressing opinions, afraid of being wrong, students being embarrassed to ask questions and students not being able to interact well with their friends, teachers and the surrounding

environment.

Speaking skills really need to be instilled in students from an early age in their daily lives so that students' communicative abilities can be developed optimally. Speaking skills really need guidance, because speaking skills are very useful for students interacting with other people in everyday life, the better the student's speaking skills, the easier it will be for students to communicate with people around them..

Based on the results of observations I made at SDN 04/II MUARA BUNGO in class VI the teacher had applied speaking skills to students. This can be seen during the learning process, namely students actively speaking where students are able to provide feedback to the teacher by answering the teacher's questions using clear pronunciation and correct intonation, class VI students communicate well with their friends, students are able to convey the contents of the conversation with sentences. who are effective, able to pronounce articulatory sounds quickly, students dare to convey their ideas and thoughts in front of them with precise and fluent sentences. When starting the lesson the teacher greets the students and all the students are eager to answer, the teacher provokes the students by asking questions and the students actively raise their hands to answer the teacher's questions, the teacher provides learning based on concrete examples around the students, the teacher uses learning media, students are asked to describe the media evenly. -On average, class VI students are able to describe the objects that the teacher shows, the teacher gives appreciation to students who are able to answer the teacher's questions, the teacher conducts group discussions so that students are able to interact with their classmates, and the teacher asks students to come to the front of the class to conclude the learning results. With the strategies implemented by the teacher, students can support their speaking skills, both with the teacher and their friends. Therefore, I am very interested in conducting research to find out what strategies teachers use in developing the speaking skills of class VI students at SN 04/II Muara Bungo.

## **RESEARCH METHODS**

### ***Research Design***

This research uses a qualitative approach which produces descriptive data. Because the aim of this research is to describe what strategies teachers use in developing speaking skills in elementary school students in grade VI at SDN 04/II Muara Bungo. The type of research used in this research is phenomenology because what we want to research is the teacher's strategy in developing students' speaking skills, which means it comes from the teacher's understanding and experience, only the teacher can provide the data needed or in the sense of the teacher as the key informant of the research.

### ***Research Target/Subject***

This research targets class VI teachers at SDN 04/II Muara Bungo as research subjects. These teachers are considered key informants who can provide in-depth insight into the strategies they use in developing students' speaking skills. The selection of research subjects was carried out using purposive sampling, where the researcher deliberately selected sixth grade teachers who had experience and understanding relevant to the research topic. The selection of this subject is based on certain criteria, such as teaching experience, active participation in developing students' speaking skills, and good communication skills. By using this technique, researchers can obtain rich and varied information about the strategies used by teachers in the real context of learning at SDN 04/II Muara Bungo.

### ***Research Procedure***

The research procedure will begin with the preparation stage, where the researcher will prepare the necessary research permits and design the research instruments that will be used in the data collection process. Next, researchers will carry out research at SDN 04/II Muara Bungo by selecting class VI teachers as research subjects. Data will be collected through observation, interviews, and documentation of strategies used by teachers in developing students' speaking skills. Observations are carried out in a structured manner to record behavior and interactions between teachers and students during the learning process. Interviews

with teachers will also be conducted using structured questions to explore their understanding and experience regarding speaking teaching strategies. During the research process, the researcher will act as a human instrument, playing an important role in data collection and analysis. Once the data is collected, researchers will analyze it systematically to identify patterns and main findings. Finally, conclusions will be drawn based on the data analysis that has been carried out, and the research results will be compiled in a complete and detailed research report.

### ***Instruments, and Data Collection Techniques***

In this research, data collection was carried out through observation, interviews and documentation. Observations aim to record the teacher's strategies during learning. Interviews with sixth grade teachers were conducted to gain a deeper understanding of speaking teaching strategies. Documentation is carried out by collecting data from learning and assessment instruments used by teachers, as well as other relevant documents. With this approach, the data obtained will provide a comprehensive picture of strategies for developing students' speaking skills in elementary schools.

### ***Data analysis technique***

The data analysis technique used is qualitative descriptive analysis. Data from observations, interviews, and documentation will be reduced, presented thematically, and interpreted to highlight teachers' speaking teaching strategies and their implications for students' speaking skills. Analysis will emphasize patterns, differences between teachers, and relationships to student progress. Conclusions will be drawn to provide an understanding of effective speaking teaching practices in elementary schools.

## **RESULTS AND DISCUSSION**

Based on the results of the researcher's observations, the teacher's strategy in developing vocal skills, the teacher chose a strategy. The teacher used the strategy of re-reading reading material and the question and answer method. In order to teach explanation text material, which is found in learning theme 4, subtheme 1 and in learning 6. KD Presents the results of extracting information from scientific explanatory (explanation) texts orally, written and visually using standard vocabulary and effective sentences. With indicator 4.2.1 Presenting important information from explanatory text. 4.2.2 Write information in written form and important visuals from the explanatory text that is read using effective sentences systematically.

The teacher appoints students to read a scientific explanation text about the process of cutting off electricity from the text entitled "Why do the lights go out?". Students read with a high pitch of voice, and emphasize the correct sound according to punctuation. Other students are asked to listen to the reading material that their friends are reading and after that the students are asked to retell the text that the students have read using their own language and of course in good and correct Indonesian.

This is in line with the results of my interview with the homeroom teacher of class VI SDN 04/II Muara Bungo, I asked "What is your strategy for developing vocal skills so that students can speak using the right tempo and sound emphasis?" Mother (D) stated:—I use the strategy of re-reading reading material. I ask students to reread the text at the appropriate tempo and for sound emphasis students can follow the punctuation contained in the text—



Figure 4.11 Strategy for rereading reading material

After that, the teacher asks students to strengthen their understanding of the transmission system and distribution system that they have studied previously. And after that the teacher conducts questions and answers according to reading questions related to the material, the students actively answer questions from the teacher. For students who have a small voice, the teacher repeats the same question.

This is in line with the results of my interview with the homeroom teacher of class VI SDN 04/II Muara Bungo. I asked what is your strategy for developing vocal skills so that students can speak with a clear and precise volume? Mother (D) stated: "So that students' voices can be heard clearly, when I use the question and answer method, I ask questions to students who have low voices and repeat the same questions to students who have low vocal voices."

From the results of observations, interviews and documentation above regarding teacher strategies in developing speaking skills in the vocal skills sub-indicator. The teacher teaches strategies for re-reading reading material and the question and answer method. Students are asked to read reading texts and retell the reading material using their own language and the teacher repeats questions to students who have low vocal skills. The teacher teaches strategies for re-reading reading material and the question and answer method. Students are asked to read reading texts and retell the reading material using their own language and the teacher repeats questions to students who have low vocal levels

Based on the research findings described above by researchers, it is known that speaking skills are very important for someone to have, because speaking skills have a very important influence on the student's learning process. Speaking skills really need to be taught from childhood so that students can be skilled in speaking. By having good speaking skills, students can communicate with their friends and make it easier for them to convey their thoughts, ideas and ideas about something.

This is in line with the theory according to Speaking Skills in the Big Indonesian Dictionary (2001:1180) skills are the ability to complete tasks. Skills are students' ability to do something. Meanwhile, speaking skills are students' ability to carry out social interactions with other people. Skills need to be taught to students from a young age so that when they grow up they can become someone who is skilled and agile in carrying out various activities, and able to face life's problems.

Furthermore, according to Mabruri (2017: 112-117), speaking is the ability to convey a message that is in one's mind to other people. Someone who frequently engages in social interactions means the more often that person communicates.

Based on data obtained by researchers, class VI students at SDN 4/II MUARA BUNGO already have good speaking skills. It can be seen that when the teacher carries out the learning process, students can interact well with other people by pronouncing clear vocabulary or sentences with the right intonation. , students can also communicate well with their friends, students talk a lot, students are able to convey the contents of the conversation with effective sentences, are able to pronounce articulatory sounds quickly, students are active in class and dare to express their ideas and thoughts in front of them clearly. sentences are precise and fluent.

This is in line with and is also supported by theory. According to Kadek Dwi Padmawati (2019: 190-200), there are several indicators of speaking skills, namely: 1) Pronunciation, students convey information with clear pronunciation; 2) Intonation, Students convey information with correct intonation; 3) Fluency, students are fluent in conveying information; 4) Expression, Students use expressions in conveying information; 5) Accuracy of the content of the conversation, Students convey the content of the conversation with effective sentences. According to Abdul Wahab Rosyidi and Mamlu'atul Ni'mah (2012: 92), there are several characteristics of speaking skills, namely as follows: 1) Students talk a lot; 2) Students participate actively; 3) Have high motivation; 4) The language used is the accepted language. And it is also in line with the theory according to (Nurgiantoro, 2001:278-292). There are two aspects to assessing speaking, namely the skills aspect and the cognitive ability aspect. The skill aspect can be seen in terms of fluency and naturalness of movement. The cognitive aspects include: 1) Accuracy of information; 2) Relationships between information; 3) accuracy of structure and vocabulary; 3) smoothness; 4) reasonableness of the discourse sequence; 5) pronunciation style.

Speaking skills cannot just be had, there needs to be guidance from the teacher to shape students' speaking skills. This is in line with the theory of Arsjad and Mukti U.S. (1988:1) someone cannot have the ability to speak easily. To have this ability, you must carry out tests in the form of practice and guidance from other people. Speaking skills are useful for improving speaking skills so that they are more varied and regular.

Class VI students at SDN 4/II Muara Bungo have speaking skills because the teacher is able to develop speaking skills by using the learning strategies they do. Therefore, class VI students have speaking skills that are in accordance with the 4 indicators of speaking skills, namely, social skills, semantic skills, phonetic skills and vocal skills.

This is in line with Adhityo Kuncoro's theory (2017:305), there are four speaking skills, namely: 1) Social skills require us to know what to say, how to say it, where to say it, and when not to say it. 2) Semantic skills are the ability to use words appropriately and meaningfully. To acquire semantic skills, we must have extensive knowledge regarding the meanings contained in words as well as the accuracy and practicality in using these words. 3) Phonetic skills are the ability to form the phonetic elements of our language correctly. This skill is needed because it plays a role in determining social approval or rejection. 4) Vocal skills are the ability to create the desired emotional effect with the voice.

The teacher's strategy in developing teachers' social skills uses discussion and question and answer methods. This is in line with Muspika Hendri's theory (2017: 202-203). Small group strategy, where the teacher divides students into several small groups. Each group carries out discussions according to the teacher's instructions regarding the learning material. Then students read the group results and present them in front of the class. So that each student will experience learning together. And it is also in line with the strategy according to Tarigan (Djuanda, 2008: 78-83), namely the Repeat-Speech Model. Speech is the teacher's voice or a recording of the teacher's voice. Students are asked to listen and listen to the speech model recorded by the teacher, then students say it again according to the speech model.

Teacher strategies in developing semantic skills. The teacher uses silent audio visual media in the form of pictures, uses concrete media, the teacher uses a see-say strategy, a direct strategy and the teacher uses the question and answer method. The strategies used by teachers in developing speaking skills are the same as the theoretical strategies of Muspika Hendri (2017: 202-203). Direct strategy, in this strategy students tell what they see in spoken and written language. The media used is images. And it is also in line with the learning strategy according to Tarigan (Djuanda, 2008: 78-83), namely the look-say strategy. The teacher shows an object or picture in the environment around the students and the students are asked to name the object or picture that the teacher shows to the students. Teacher strategies in developing phonetic skills. The teacher uses motion audio visual media in the form of video using equipment in the form of a projector and the teacher uses the question and answer method, cooperative strategies. The strategies used by teachers in developing speaking skills are the same as the theoretical strategies of I Putu Mas Dewantara (2016). That is related to Cooperative Learning Strategies such as storytelling learning strategies. With the aim of training and improving students' speaking skills. Students

are asked to tell the story well and other students are asked to listen to the story. The media used by teachers in learning to tell stories through the application of cooperative learning strategies assisted by direct objects is video.

Teacher strategies in developing vocal skills. The teacher uses the strategy of re-reading reading material and the question and answer method. The strategies used by teachers in developing speaking skills are the same as strategies. According to Tarigan (Djuanda, 2008: 78-83) strategies that can be used in teaching speaking, namely the Retelling strategy. Teachers prepare reading material; Students are asked to read reading material, then the teacher asks students to briefly retell in their own language what they have read and other students are asked to listen.

The teacher's speaking style when teaching speaking uses effective sentences and clear intonation, clear intonation, standard choice of words or Indonesian, appropriate gestures and expressions, the teacher masters the learning topic and for assessing students' speaking skills the teacher assesses students' speaking in in front of the class, presentations and oral tests. This is in line with the theory of Mukti US (1993: 17-20). Linguistic and non-linguistic factors that are useful for increasing speaking effectiveness include: 1) Accuracy of speech; 2) Pressure placement; 3) Password tone; 4) Appropriate duration; 5) Word choice; 6) Accuracy of linguistic targets. Non-linguistic factors include: 1) Reasonable attitude; 2) Calm and not stiff; 3) The gaze must be directed at the person you are talking to; 4) Willingness to respect other people's opinions; 5) Appropriate gestures and expressions.

And this is also in line with theory. According to Burhan Nurgiyantoro (2001:58) speaking tests are a way to carry out assessments in the form of tasks that students must complete. The test carried out in this research was a speaking practice test, namely through class discussions in which one of the groups divided by the teacher heterogeneously came forward in front of the class to present the results of their small group discussions regarding expressing the content of ideas, story content and intrinsic elements. This test is carried out to measure the level of students' speaking abilities.

## CONCLUSION

Based on the research results, the speaking skills of class VI students at SDN 4/II Muara Bungo are considered quite good. This is caused by the variety of teaching strategies used by teachers. Some of the strategies implemented include: discussion methods, repeat-saying models, and question and answer to develop social skills; use of audio-visual media, such as pictures and videos, as well as question and answer methods related to these media to improve semantic skills; use of projectors for video media to improve phonetic skills; and the use of re-reading reading material and question and answer methods to improve vocal skills. Apart from that, the teacher's speaking style is also an important strategy in developing students' speaking skills. Teachers use standard Indonesian, effective sentences, clear intonation, appropriate movements, and mastery of learning topics. Evaluation is carried out through oral tests, where students are assessed based on presentations, answering questions, and providing ideas and suggestions according to the learning theme. Thus, this strategy helps students develop speaking skills effectively.

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