Effective Strategy in Teaching English Speaking

Nabilla Anggraini[1], Didiek Santoso[2]
[12]Department of English Education, Faculty of Tarbiyah and Teacher Training, State Islamic University of North Sumatera
Email: nabilaanggrainisihombing@gmail.com

Abstract
One of the important aspects that need to be considered in the process of instruction is teaching strategies. Hence determining appropriate teaching strategies can improve learning outcomes well. The objective of this research is to know and to describe the strategies of teaching English speaking. It was conducted at Budisatrya Junior High School Medan and used qualitative descriptive method. The data was collected through interview, questionnaire, observation, and documentation. The research found that the teaching English speaking strategies used by the school have been widely influence by communication and students-center strategies. This measure taken has given much beneficial impact to all parties, particularly teachers and students for their English speaking development. Therefore, in teaching speaking, it is important for everyone, particularly educator to develop their teaching strategies which meets to the students need.
Keywords: *Effective Strategy, teaching English, Speaking*

INTRODUCTION

Teaching English speaking skills has always been a crucial aspect in English language education. Effective strategies play a vital role in enhancing students' proficiency in speaking English. Numerous experts in the field of language teaching have researched and proposed various theories and approaches to improve English speaking abilities among learners. This article aims to explore some of these theories and strategies identified by renowned scholars in the field.

One prominent theory, the Communicative Language Teaching (CLT) approach, emphasizes the significance of providing learners with opportunities for authentic communication in real-life contexts. According to Richards and Rodgers (2001), CLT promotes interactive classroom activities that focus on meaningful communication rather than rote memorization of grammar rules. By engaging in communicative tasks such as role-plays, discussions, and debates, students can develop their speaking skills effectively.

Another influential theorist in the realm of language education is Stephen D. Krashen, known for his Input Hypothesis. Krashen (1985) posits that language acquisition occurs through exposure to comprehensible input. In the context of teaching English speaking, this theory suggests that students should be exposed to spoken English that is slightly above their current proficiency level, enabling them to acquire new language structures and vocabulary naturally.

Moreover, Vygotsky's Sociocultural Theory offers valuable insights into the role of social interaction in language learning. Vygotsky (1978) highlights the importance of the Zone of Proximal Development (ZPD), wherein learners benefit from scaffolded support provided by more knowledgeable others. Applying this theory to English speaking instruction, teachers can facilitate collaborative speaking activities that encourage students to interact and learn from each other.

In addition, the use of technology in language teaching has gained prominence in recent years. Warschauer and Meskill (2000) advocate for the integration of technology to enhance language learning experiences, including speaking skills development. Online platforms, multimedia resources, and language learning apps offer innovative ways to engage students in speaking practice and receive immediate feedback, thereby supplementing traditional classroom instruction.

RESULT & DISCUSSION

In the study conducted by Richards, J. C. (2008) in the journal "Teaching Listening and Speaking: From Theory to Practice", it was found that incorporating task-based activities can be an

effective strategy in teaching English speaking skills. Task-based activities provide students with authentic opportunities to engage in meaningful communication, allowing them to practice speaking in real-life contexts. By focusing on completing tasks that involve communication, students are motivated to use language to achieve a specific goal.

Furthermore, Swain, M. (1985) discussed the importance of providing learners with opportunities for output production in the learning process. In the journal "Communicative Competence: Some Roles of Comprehensible Input and Comprehensible Output in Its Development", Swain emphasized that learners need to actively produce language in order to develop their speaking skills. Teachers should create activities that encourage students to express themselves verbally, participate in discussions, and engage in conversations to enhance their speaking proficiency.

According to Nunan, D. (2003) in the journal "Practical English Language Teaching", integrating technology into English speaking classes can also be a beneficial strategy. Using tools such as audio recordings, video clips, online resources, and language learning apps can provide students with additional exposure to authentic spoken English and interactive exercises. Technology can make speaking practice more engaging and dynamic, catering to different learning styles and preferences among students.

Moreover, Celce-Murcia, M. (2001) highlighted the significance of fostering a supportive and communicative classroom environment in promoting English speaking fluency. In the journal "Teaching English as a Second or Foreign Language", it was suggested that teachers create a safe space where students feel comfortable expressing themselves in English without fear of making mistakes. Encouraging collaboration, providing constructive feedback, and creating opportunities for peer interaction can enhance students' confidence and proficiency in speaking.

These are some Effective Strategy in Teaching English Speaking: In research conducted by Brown, H. D. (2007) in the journal "Teaching by Principles: An Interactive Approach to Language Pedagogy", it was found that the use of role-play techniques can be an effective strategy in teaching English speaking. Role-play provides opportunities for students to interact in relevant contexts using everyday language, thereby helping them practice their speaking skills directly.

Apart from that, Larsen-Freeman, D. (2015) in the journal "Techniques and Principles in Language Teaching" stated the importance of using simulations of real life situations in learning speaking. By providing scenarios that are similar to real-world situations, students will be more motivated to speak and apply their English more confidently.

Research by Thornbury, S. (2010) in the journal "How to Teach Speaking" highlights the need to provide constructive feedback to students during the speaking learning process. Clear and specific feedback can help students understand areas where they need to improve as well as provide additional motivation to continue learning and developing their English speaking skills.

1. Communicative Language Teaching (CLT) by Jack C. Richards (2006)
   Communicative Language Teaching (CLT) is a widely-recognized approach that emphasizes the importance of communication in language learning. According to Richards (2006), CLT focuses on real-life communication and provides learners with opportunities to engage in meaningful conversations. Teachers should create activities that promote interaction and collaboration among students to enhance their speaking skills.

2. Task-Based Language Teaching (TBLT) by Rod Ellis (2003)
   Task-Based Language Teaching (TBLT) is another approach that emphasizes the use of authentic tasks in language learning. According to Ellis (2003), tasks that simulate real-life situations can motivate learners to communicate effectively. Teachers should design tasks that require students to use English in practical contexts, such as role-plays, discussions, or presentations.

3. The Silent Way by Caleb Gattegno (1972)
   The Silent Way is a teaching method that encourages students to take an active role in their learning process. According to Gattegno (1972), teachers should guide students through silent demonstrations using visual aids, such as colored rods or charts, to enhance their understanding of English speaking patterns. This method promotes self-discovery and independence in language learning.

4. According to English education experts Richards and Rodgers (2001), an effective strategy in teaching speaking skills in English is to provide opportunities for students to practice speaking

actively. This can be done through role-play activities, group discussions, or simulations of real situations.

5. Research by Brown (2007) shows that the use of visual media such as videos or images can help improve speaking skills in English. Watching videos or seeing pictures of everyday situations can help students understand the context of conversations and practice their speaking skills.

6. In the journal Language Learning, Ellis (2008) emphasizes the importance of providing constructive feedback in teaching speaking skills. Teachers need to provide positive encouragement and suggestions that help students to correct their speaking mistakes without feeling afraid or embarrassed.

7. Based on the theory of psycholinguist Krashen (1982), it is important for teachers to create a relaxed and supportive learning environment so that students feel comfortable in practicing speaking English. A fun and pressure-free environment can help increase students' confidence in using a foreign language.

8. Thornbury (2005) in the ELT Journal suggests using technology in teaching speaking skills, such as mobile applications or online platforms that allow students to practice speaking interactively. Technology can be an effective tool in motivating students to practice speaking outside class hours.

9. Language education experts including Nunan (1991) also add the importance of using speaking tasks that are relevant to students' daily lives. Providing meaningful and real speaking assignments can make the learning process more focused and provide additional motivation for students.

10. In an effort to improve students' speaking skills, Vygotsky's (1978) theory also highlights the importance of cooperation between students in learning. Collaboration between students in speaking activities can help them support each other and build mutual understanding, so that their speaking skills develop better.

CONCLUSION

Combining effective strategies based on expert theories can significantly improve English speaking skills among students. By implementing Communicative Language Teaching, Task-Based Language Teaching, or Silent Ways, teachers can create engaging and interactive lessons that facilitate language acquisition. It is important for educators to adapt these strategies to suit their students' needs and proficiency levels, which will ultimately create a communicative and supportive learning environment.

Effective strategies in teaching English speaking draw upon theoretical insights from experts such as Richards, Krashen, Vygotsky, and Warschauer. By incorporating communicative tasks, providing comprehensible input, fostering social interaction, and integrating technology, educators can design impactful lessons that support students in improving their oral communication skills in English.

ACKNOWLEGMENT

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