

## Strategies Used By Instructors of Smaga English Club (Sec) In Learning Speaking

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**Abstract:** *This research aimed at investigating the Strategy used by Instructors of SEC 2018. Language teaching strategies should be fun and enjoyable because learning a language will be easier by using a good method and strategy that help language learners easier to understand. Every student will have a different character in understanding material. Therefore, Instructors have to facilitate them as good as possible. The Instructors strategy will influence to language learners understanding. In conducting the research, the researcher used descriptive qualitative research. Observation, interview, and documentation were the data collection technique. This research took subjects of two Instructors of SMAGA English Club named SEC consist of two divisions, general division, and competition division.*

*The results of that data were analysed to understand what the instructors' strategy in motivating student's speaking is. The researcher found that the student of SMAN 3 of Ponorogo have a good motivation in learning speaking and the strategy is used by two instructors are socio-affective strategy and cognitive strategy. When applying socio-affective strategy instructor used the same games, the games are Scrabble, tongue twister, who am I? and command games. Instructors also apply cognitive strategies by practice and repetition. In addition, the results of their strategy are for the general division they are getting better in speaking and for the competition division, the student got some achievements that reach in some competition.*

**Keyword:** *Teaching and Learning Strategy, Motivation, Speaking*

## **Introduction**

Communication is one factor that shapes the world as known today. The spread and development of religion, science, and technology are highly dependent on this communication process. Therefore, there arises a need to be able to communicate and understand each other. This communication process should also be done by people from different countries who use different languages. This need encourages an attempt to create a language that is understandable and used by everyone in the world. Therefore people need to dominate and understand other people words in the same language. It is known since a few years ago until now English as the International Communication, moreover, as Indonesian people, people have to learn and understand how to use it.

English is a foreign language in Indonesia. There are so many foreign languages used by Indonesian people on some occasion such as Arabic, French, German, Mandarin, and Japanese but English is the language that mostly used. It is evidenced by the existence of English lessons in every formal school. With the establishment of a foreign language into a language taught in schools with a programmed curriculum, the language concerned has officially become a foreign language that is not only allowed to live in Indonesia, but it is deemed very necessary to be controlled by the students in particular and the wider community generally. Moreover, this language has officially become a compulsory subject taught in junior and senior high school level. The government made the English language as a compulsory subject of national examinations, this case supports that English becomes the main foreign language in this country.

English is the lesson that focuses on some skills, there are speaking, listening, writing and reading. Those skills are used when students learn English in the classroom or organization. As well as known the important skill form of communication are listening and speaking. Both of them used as direct to convey information and express ideas. Listening as passive (acceptive skill) and speaking as active (productive skill). Speaking skill is one of four skills as an important one for Indonesian students. By speaking, students are able to communicate with others to achieve certain goals when they express intentions or some point. At school, speaking is used as much like reading and writing, but it will be based on teacher ways how they decide how much and in what skill that material will be divided. It means teachers' or instructors' strategies will be important things to help students on speaking or other skills to empower their English.

SMAGA English Club (SEC) extracurricular that followed by a student of 10 until 12 grades. SEC is usually held on Wednesday, after time for study at the classroom. SEC is extracurricular that guided by Mr. x and Mrs. y as the Instructors. Many students of SEC gain achievement at regional and national level, such as 1st winner of East Java speech contest (USEF) at public university of Jember on 12 August 2015, 3rd winner of English speech contest at UWM Surabaya, got a champion of 1,2,3 English news reading at Jember University 14 February 2015 nine days join 4 competitions news reading, speech and telling story between regional, students of SEC got 8 champions.

Based on these achievements students who attended the extra SEC showed good strategies used to win some local and national level competition especially on speaking contest. Strategies are the first things that should be understood by teachers/instructors. Their strategies will help the student have more motivation in learning, if a teacher uses a good strategy it will improve but if the teacher uses bad strategy, it definitely will lose student motivation. Brown and Yule suggest that the important one to attain the lesson was a strategy. The strategy would affect the teaching and learning process and the speaking skill also as a sign of successful language learning. (Anjaniputra, 2013: 2 ).

Students are concentrating on learning grammar, reading, writing more than teaching speaking. Learning to speak is affected with linguistic, so the lack of vocabularies that owned by the student and the weak mastery of grammar cause a defect in learning speaking skills. It is supported by a higher result of the reason why the student has a speaking skill problem because of the teacher varies in teaching and also student lack of vocabularies (Al-Roud, 2016: 8).

Based on the explanation above researcher would like to know what is the Instructors' strategies in motivating the student in learning speaking especially in SMA N 3 Ponorogo. In addition, the researcher conducts the research entitled Instructors' Strategies Of SMAGA English Club in Motivating Student in Learning Speaking at SMA N 3 Ponorogo".

The strategy is usually needed in every situation and condition in the teaching-learning process. Every teacher needs an appropriate strategy to achieve the goals in the teaching process. Furthermore, every student also has different behavior and strategy to learn new knowledge in his learning progress. Here are some strategies based on O'Malley and Chamot's. They (2010: 97) classify language-learning strategies into three main subcategories:

1) Metacognitive require to involve planning, thinking, observing, and evaluating in indicating an expression.

It needs an appropriate schedule when they have to think, observe, and evaluate when they learn a language.

2) Manipulation or transformation is needed in cognitive strategies. The transformation includes the materials to be learned and the methods in the learning process. This strategy mainly involves the communicative interaction of learners with another person, for example, peers in problem-solving exercises (Liu, 2010:101).

3) Socio effective strategies can be related to social mediating activity and transacting each other in learning the language. It is used in communication between people.

Moir, Bongolan, and NTC (2005: 2) classify some key points of strategies in teaching a language:

1) Vocabulary. Developing vocabulary as keywords to introduce new ideas and exploring specific terms in order to improve vocabularies and build knowledge.

2) Guided Interaction. Teaching process should elaborate all language skill, such as listening, speaking, reading, also writing in one term process in order to build the concepts of the text.

3) Metacognition and Authentic Assessment. By using a language skill elaboration, the students not only memorize lesson but they are also prepared explicit thinking skills to learn and discover a new concept.

4) Explicit Instruction or direct teaching was needed in completing the classroom task.

5) The used of Meaning-Based Context. By taking some meaning full themes, it would make students easier to connect their knowledge and experiences. Then, it makes students accept the language meaning easily.

6) The Use of Modeling, Graphic Organizers, and Visuals. These media help students to recognize information and support ideas clearly accessible.

Extracurricular is kind of the non-academic program that serves the students some appropriate places to create creativity and share their talent, passion, and interest. There are some extracurricular at Indonesian school as commonly such as sports, dance, music, language club, art, science, etc. Those actions aim to build student confidence and creativity. Every school, from elementary school until the university, has some extracurricular programs. Some of the school give rules that all of the students have to join those activities. There are some benefits in joining the extracurricular program.

Keenan (as cited in a student psychology journal, p.150-155) mention some advantages by joining an extracurricular as follows:

The first is extracurricular generate good academic outcomes. Turner (2010: 7) mentions some correlations between extracurricular activities and academic achievement. A student who active in extracurricular will develop and improve their thinking, confidence, and problem solving unconsciously.

The second is extracurricular improve participants' language skill set. When the student is learning the process, they are not only learning about materials on books on class scheduled but they also learn from the extracurricular program. They will have more practices than in class. By joining extracurricular activities, it will improve students' skill such as group working, students' independence in following instructions, task persistence, and also dealing with authority figures (Hayes, 2014:22). Moreover, it will also influence students' achievement.

The third is extracurricular serve psychological development. It is also believed that by joining some activities in extracurricular will improve students' psychological aspect. Boonkit (2010: 1305) states that speaking as the one of necessary skill for supporting the effectiveness in any language. Speaking is used in both formal and informal communication. English is used as a core of world communication. Most of the world country use English as their mother tongue. It is clear that speaking in English holds the highest rank of important communication. Moreover speaking is also a vital way to begin the interaction direct or indirect. Furthermore, Indonesian Education major of English always uses speaking as the obligation to pass English especially for Junior and Senior high school.

Speaking is the most challenging skill for students. Most students usually fell shy to speak in English. They are afraid if they use some mistakes vocabularies or grammar. These phenomena always happened in every level of Indonesian education. To solve that problem, the teacher should prepare some appropriate strategies. Meanwhile, the students' motivation should also be increased by the teachers. It can be concluded that teachers have to solve both of students' problems and motivation by using appropriate strategies in extracurricular or extracurricular programs.

As known that the English schedule informal meeting is limited. Some schools have created some extracurricular programs in improving English capability. All students can join all programs freely. For example, students get a task from their teacher or maybe their school to always speak English when communicating with each other in the classroom.

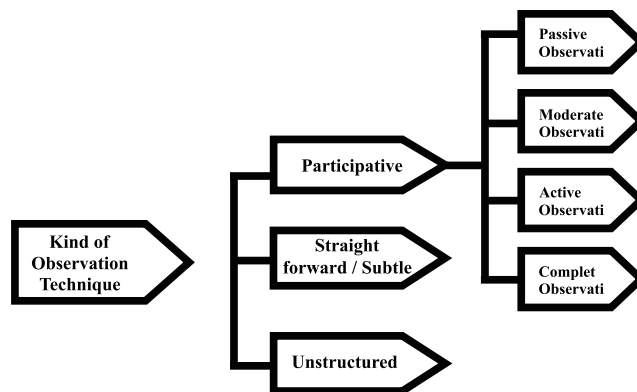
In mastering speaking, there are some basic components of speaking mentioned by Syakur in his journal entitled “The Effectiveness of Self-Direct-Learning Method in Teaching Speaking Skill to Iranian EFL Learners” (2013/Vol 9). They are comprehension, grammar, vocabulary, pronunciation, and fluency. All of the aspects should be combined in one enjoyable, fun, and useful learning process, such as discussion, storytelling, story completion, reporting, playing card, picture narrating, picture describing, role, find the difference, information gaps (Kayi, 2006).

### **Research Methodology**

K. and Kulkarni (2014: 168) define research as an art of gathering some knowledge for the sake of knowledge. This researcher chose one of three kinds of research design by Sugiono (2017). From Quantitative, Qualitative and R & D research methods the researcher chose qualitative research. Qualitative research called as a new method and naturalistic because of the research held in the natural setting (Sugiono, 2017: 13-15).

The research was conducted at SMAN 3 of Ponorogo that is located at Jl. Laks. Yos Sudarso Gg. III No.1, Lingkung Dua, Paju, Ponorogo, East Java. The research conducted from August to December 2018. Before the study conducted, the researcher has conducted a pre-research in August 2018. During the pre-research time researcher observed the situation of the classroom, students, school, teaching or learning activity, and instructors. This research carried out at all of the members of the English Club of SMAN 3 Ponorogo. There are two subjects in this study, they are Mr. X and Mrs. Y. Both of them are English teachers and instructors of SMAGA English club.

The researcher took a technique from Sugiono (2017). The techniques are observation, interview, documentation, and triangulation. Nasution (as cited in Sugiono, 2017: 311) said that observation is the main part of every science. All of the experts would work only based on data, and the data would be collected from observations.



Picture 3.2 Kind of Observation Technique in Qualitative Research

Based on the picture above there were kinds of observation technique. The first technique is participative, in the technique the researcher gets involved in people who inspected activity. In this part, the researcher observed, listened and participated in their activity. By this observation, the data that obtained from the subject would be accurate and complete. Participative observation divided into 4 kinds namely passive observation, moderate observation, active observation, and complete observation.

Passive observation means the researcher does not participate in the subject, only present at the scene. Moderate means the researcher should be balanced in a researcher and being the insider. Active observation means the researcher follows the action in the setting but not at all. Participative means that the researcher follows full activity and the setting is very natural. The second observation was straightforward and subtle, the researcher gave information to the subject about the researcher needed in observation. Nevertheless, sometimes the researcher also does not give the subject information that the researcher observes them. The last one was unstructured observation, in this observation, the focus of the research still unclear. The focus will be developed as far as the research happen. This observation is not prepared systematically.

The first way to describe the location and the English Club is by using observation. research collected some data that correlated to SMAGA ENGLISH CLUB like the location of the school, the school environment, students and the strategy used by instructors. By understanding the data that had a correlation with school, the researcher would be easier to arrange this study.

In this study, the researcher took participative observation uses passive observation because the researcher does not participate in the subject, therefore the researcher



develops the observation based on field development. Sugiono (2017: 194-198) states that Interview is used as a data collection technique when the researcher wants to research to find a problem that must be solved and also is used when a researcher wants to know the deep response and the total of the respondents is not too much. In addition, He divides two kinds of interview namely structured interview and unstructured interview both of them that can be done by phone or face to face. The structured interview is used when the researcher collected the data and the researcher knows well what the information that she wants to get. Therefore the researcher prepared the instrument of an interview by written questions. Besides the instrument, the researcher brought some tools like a recorder, a camera that might help the interview process. The second interview was an unstructured interview. This interview was free to interview whereas the researcher did not use the interview rules as systematic and complete to collect the data. The role of this research only outlines the problem that will be solved.

In this research, the researcher used a structured interview that would help the interview process. The result of the research will be credible in the picture, note, and record. Therefore, the researcher documented the observation, interview and all of the activity about extracurricular from study place.

After the data has been collected, the researcher analyzed the data that would be done during the research was conducted. Sugiono (2017: 337) states that the data analysis will be analyzed by data reduction, data display and conclusion drawing/verification.

The first step that had to do in the analysis of the data like a resume the data, choose the main things, focus on the important things and look for the themes are the reduction data means. The data that was reduced would give a clearer drawing and made the researcher easier to collect the next data.

To simplify the data the researcher processed data display into sentence, table, sentence and category relation. By this part, researcher shows the data that had been reduced. The researcher got some benefit from this part.

The researcher collected the conclusion and verification that still inconsistent. It would be different if the strong data is not found in the next step of collecting data. However, if the first collection of conclusions had been proven and supported by some data, it is certainly credible data.



## **Finding and Discussion**

The researcher collected the data from observation during four times and the Interview had finished two times. The observation did by the researcher on 10<sup>th</sup> October 2018, 17<sup>th</sup> December 2018, 31<sup>st</sup> October 2018 and the last 1<sup>st</sup> November 2018. The interview did on 14<sup>th</sup> November 2018 and 16<sup>th</sup> November 2018. The researcher found two strategies used by instructors during observation and interview. There were Socio affective strategies and cognitive strategy. Socio-affective strategies had a relation with activity in social and transaction. O'Malley & Chamot (1990:13) say that the example of a socio-affective strategy is cooperative learning.

In the first observation, the researcher found that the instructor of SEC used games when teaching. The Instructor gives the material to the class by “*Who am I?*” games. The instructor writes a word in their piece of paper, one by one student makes a question related to the thing that had written by the instructor in a piece of paper. After all, the students give a question and they guess it, the instructor divides them into two groups the left and right group. Not only instructor but as randomly one of the students come forward to guide them. Both groups have to resume the answer to their question, which group that can answer and guess what the answer or the things that wrote in the piece of paper.

The second game used by the instructor is also in a group. Students make a group of six then each group came forward to practice and get instruction from a leader of their group. The leader gave some instructions like “Touch your nose! Sit down, please!” and other instructions. The member of the group will practice the instruction given by the leader. This game is repeated until all students as a leader. Therefore, by this game all students able to speak more and listen to the instruction.

The Instructors teach student use games and instructors instruct the student to make a group then make a simple question, discuss the answer on a group. It's suitable for the cooperative learning characteristic. There are some characteristics of group-based learning in Cooperative learning according to Johnson and Johnson (as cited in Ariyani, 2016: 40), there are as follows:

1. *Positive independence of cooperative learning.* Each other on a group of learning have to support each other to achieve a goal. It has been proven by every group member that give one question in the ‘*who am I?*’ games as alternately.
2. *Individual accountability.* Every member of the group taught about the question for the leader. So they thought by their selves’ first, but in the end, they give a group answer, not the individual.

3. *Face to face interaction.* In this part student divided into two groups. Every individual encouraged each other to facilitate what their group needs. After all, the students gave the question. They would discuss their answer together.
4. *Social skills.* To support each other in a group of learning, students trusted each other, communicated as accurately, supported each other, and solved a problem together as wise.
5. *Group processing.* The “who am I?” games need student discussed, based on both of group instructor would know whether their discussion good or not and what the weakness and strangeness to support when achieving their answer and how can they always support and how they always work in groups.

All of the characteristics are included in the activity. Therefore, It is appropriate that strategy is used by Instructor in teaching on general division is socio-affective strategies by cooperative learning using games. That can be proven by first observation.

In fact, based on the interview result Instructor also explained that giving material like grammar, pronunciation, and the basic to the student in general division by using games. According to Mrs. Y, there were other games when teaching speaking like a tongue twister and scrabble. Tongue twister was a game which is students decided to be some groups. One group consist of 5 students, they had to listen to music by headset or earphone then the student would be called to move their body and then they must speak the tongue twister. Scrabble games focus on vocabulary. Scrabble made student looking for their word used or what letter that should they arrange to make a word, by scrabble, they could explore their vocabularies. Both of the games also make students interact with each other in a group, show their personality, and face to face interaction is used.

The instructor had given them the time and student chance to speak. Therefore, in this part, the students showed that they were speaking not only the teacher. Students discussed the material with each other from who am I games and students also interacted with each other when a student was playing command games. Based on the observation the researcher concluded that this strategy was appropriate to help students in learning speaking because they could arranged simple question, find out the answer on a group and made command in their group as well.

The strategy used in teaching for competition division was cognitive strategies by resourcing translation and repetition. According to Chamot and O'Malley, (1990:197) about cognitive strategies is:

“Cognitive strategies make learner interacts with the material to be learned by manipulating it mentally (as in making mental images, or elaborating on previous acquired concepts or skills) or physical (as in grouping items to be learned in meaningful categories, or taking notes on important information to be remembered).”

Based on the explanation above the researcher concludes that the results of interview and observation are in accordance with Chamot and Omalley’s opinion. Firstly, the student joins to elaborate on the concept of competition by arranging the script, resourcing translation, understanding the meaning and taking notes for important words. Secondly, the student practiced their script by applying the results of elaboration.

### *1) Arrange the scrip*

This part can be proven by the second observation bellow,

*Instructor : “In this storytelling contest, we would like to use a story of Lake Toba. Let’s re-arrange the script and here the task, let’s check it together. If there are some difficulties, you have to underline and let’s recheck and revise together.”*

*Student : “Yes, Miss.”*

In interview result instructors also said that they are making script together before practice.

### *2) Resourcing translation and understanding the meaning.*

It can be proven by the second observation below.

*Instructor : “Ya, you have 10 minutes to understanding the text, find out the meaning and check for the difficult word or pronounce.”*

*Student : “How to pronounce disappeared?”*

*Instructor : “Disappeared.”*

### *3) Practice and Repetition*

This part can be proven by second until four observation bellow,

*a. Instructor : “Oke, time is up. let’s start to practice it. Start from Nira, time is yours”!*

*Student* : “ thank you, miss.”

*Instructor* : *The next one is Sevi, place and time is yours!*

*b. Instructor* : *“I’ll give you 10 minutes to read the task then one by one has to practice it in front of the class. Here your text.”*

*Student* : *“It’s a too short miss, give us more time!”*

*Instructor* : *“Oke, 15 minutes enough”*

*Instructor* : *“15 minutes left, Let’s start practicing our task.”*

*c. Instructor* : *“Oke, now who want to perform first? Storytelling first or news reading first?”*

*Student* : *“news reading first”*

*Instructor* : *Tata first, then Nira, Mary, Savy. And then Ananda, and Fery.  
(all of the students practice twice because the time is too short.  
Instructors gave a comment for every mistake, weaknesses,  
pronunciation and their body language)*

*Instructor* : *“Start from Tata, time is yours!”*

The Instructors used to practice and repeat because the most followed competitions are speaking competition, like storytelling, speech, debate and sometimes join news reading. On the second until the fourth observation, the instructor uses this strategy. Firstly, the instructor opened the class by greetings then gave some motivations. Secondly, the Instructor gave the explanation about the competition types, arranged the script together, understood the meaning, practiced and repeated. They practiced it many times so even when they have some difficulties they can discuss it together. The difficulties usually like how to pronounce a word, change a hard word, and grammatical. The last, the Instructor gave comments and suggestion about the performance like the wrong pronunciation, the gesture, the grammatical, etc.

The application of the resourcing translation and repetition strategy was good in learning a speaking skill because from this strategy students were able to learn, imitate and also understanding the meaning.

the learning strategy was good in improving speaking skill because the student learned the foreign language and they had to imitate the foreign language dialect in mastering their speaking skills and also arrange and understanding the meaning.

In applying the strategy to both divisions, Instructor success makes the student motivated and active in speaking. The student is most active in learning class even if there are some students that still shy to speak English.

## **Conclusion**

Based on the finding and discussion in the previous chapter, the researcher found the instructor's strategy in motivating student speaking at SMAGA English Club of SMAN 3 of Ponorogo 2018. The researcher concludes that student of SMAN 3 Ponorogo have a good motivation and the Instructor's strategy which used in motivating student speaking are socio-affective by cooperative learning strategy and cognitive strategy by practice and repetition using classification of learning strategies. The instructor used games in applying the cooperative learning strategy. There were some kinds of games that found by the researcher during this research such as Scrabble, tongue twister, who am I? and command games. Instructors also apply cognitive strategies by practice and repetition. In addition, the results of their strategy are for the general division they got better in speaking and for the competition division, they got some achievements in joining some competitions.

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