



EXPLORING TUTORS' STRATEGIES IN TEACHING SPEAKING AT PPB IAIN SYEKH NURJATI CIREBON

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ABSTRACT

This study, which includes an English tutor and the 30 students in the third semester of the class PPB IAIN Syekh Nurjati Cirebon, aims to portray tutors' tactics in teaching speaking to PPB IAIN Syekh Nurjati Cirebon and recognize the effects of strategies used by the English tutors. To determine the speaking instruction methodologies, interviews and classroom observations were undertaken as part of the data collection. The outcome showed that the tutors' methods included drills, role-plays, speaking lines, and discussions. As a result of the teacher's speaking techniques, pupils get more engaged in their studies, develop more optimistic outlooks, and become more motivated. Almost all of the students prefer the speaking lines as the method of teaching speaking among the three tactics used by the teacher because they believe it can enhance their speaking skills, increase their desire to talk, and make the teaching-learning process more enjoyable.

Keywords: Exploring, Tutor's Strategies, Teaching Speaking

1. INTRODUCTION

Many language programs place a significant priority on teaching speaking, and teaching methods cannot be discounted as a factor affecting the learning process. Because speaking and writing have different objectives, various strategies would be used to develop each skill (Burns, 2019). The speaking is more concerned with producing oral language, whereas the writing is more focused with producing written language. Additionally, in order to achieve the desired results, the teaching tactics for English skills should be tailored to each skill. It is paradoxical that, according to the researcher's observations of

the learning process at PPB IAIN Syekh Nurjati Cirebon, the majority of pupils were unable to speak English.

Additionally, individuals who completed Senior High Schools lack the necessary proficiency in speaking English because English is not taught well in Indonesia. The pupils frequently struggle with knowing how to improve their spoken English. The pupils are reluctant to initiate discussion or use English to communicate their thoughts. Conversely, practicing daily will help them become fluent in speaking. The pupils can compete in this worldwide period by mastering this competence. Speaking is influenced by a variety of elements rather than just one

Vol 7, No 1 (2024): ESTEEM

(Thornbury, 2011) (Harmer, 2008). These include linguistics knowledge, which encompasses discourse knowledge, genre knowledge, grammar, vocabulary, and phonology, as well as extra linguistics knowledge, which includes topic and cultural background, context awareness, and acquaintance with other speakers.

Teachers can employ a variety of pedagogical techniques to meet the aims and objectives of teaching-learning (Reiser & Dick, 1996). The teacher's job is to offer pupils with the educational needs they have, with the main goal being to communicate with them using the newly learned language (Cole, 2008). These imply that it is the duty of teachers to encourage students to speak English by using effective speaking-based teaching techniques. Given that a student's ability to speak a foreign language is often an indication of successful language acquisition, the teacher's tactics are crucial to achieving the lesson objectives, which have an impact on the teaching and learning environment (Brown & Yule, 1983). No one size fits everyone.

This is especially true in the classroom. Since they come from all origins and have had different levels of exposure to English, our pupils probably arrive with a variety of requirements and starting English levels. Fortunately, we may teach speaking to students at various levels using a variety of tactics and exercises that can be easily mixed in classrooms with varied student levels. These turn into the study's main subject. In light of above justifications, this study was done to

determine the methods used to teach speaking to PPB IAIN Syekh Nurjati Cirebon students, as well as the effects of those methods on the students.

2. LITERATURE REVIEW

Concept of Teaching Speaking

Speaking is a spontaneous real-time act, according to (Harmer, 2008). When someone is conversing, they will say something at that moment, and the other person will promptly respond. We can infer that speaking is a process that clarifies and makes some words understandable. According to Nunan cited by Wahyuni, there are two categories of spoken language:

- (1) Monologue: Speeches, lectures, readings, and other long-form oral presentations are examples of monologues.
- (2) Dialogue: conversation between two or more people (Wahyuni, 2016).

The nature of speaking must be explained. One of the most crucial abilities to cultivate and improve as a way of oral communication is speaking. The majority of our communication, according to Palmer's book, is oral (Palmer, 2014). The majority of our students will be required to talk directly to a range of audiences, including their current classmates and future co-workers, clients, team members, staff, and many more.

The act of speaking might be formal or informal. According to Tillitt and Bruder, people employ distinct forms when speaking professionally and informally in every

Vol 7, No 1 (2024): ESTEEM

language. In English, we frequently employ informal communication with close family and friends and formal speech with strangers and persons of greater standing (Tillitt & Bruder, 1985). The way that people communicate, both professionally and informally, relies on a variety of circumstances. For instance, people may speak more professionally when speaking with their boss or when presenting academic material in front of large audiences. Otherwise, when interacting with their friends and family, folks could prefer to speak more casually rather than officially.

Furthermore, Riddell affirms that it is necessary to label the students' proficiency levels: "It is important, then, to remember that such labels are more guides to the general and approximate level of students in a class, and that students may be better at one aspect of the language (for example, speaking) than another (for example, grammar)" (Riddell, 2014). Riddell uses six descriptors to categorize the pupils' skill levels. *Beginners*, *Intermediate*, *Pre-Intermediate*, *Intermediate*, *Upper-Intermediate*, and *Advanced* are the labels that are defined. As stated by Riddell, students at the beginner level of ability should be able to do or know the following: the alphabet, tell the time, give simple information about themselves, ask others for simple information about themselves, communicate in simple terms in common places, such as asking for directions, ordering food, making suggestions, or purchasing items in a store, listen to and understand simple, natural speech and

conversation, complete simple tasks, and read some simple books.

Riddell affirms that students should be able to do or know the following by the time they complete an elementary course: talk about past experiences, make future plans or arrangements, describe people and places using simple adjectives, express their hopes or intentions, ask others to help them, cope with simple social situations, such as talking about the weather, describe simple physical problems, give advice, listen to natural speech and conversation, and under certain circumstances.

As described by Riddell, students at the pre-intermediate level of ability should be able to: talk about more abstract concepts, take turns speaking in class, participate in discussions, and be able to interrupt politely; provide a reasoned argument in support of a position; converse with relative ease in everyday social situations; use formal and informal English in appropriate social situations; and assist others by offering suggestions and advice. Riddell confirms that the students who finish intermediate course should be able to do or know: express her or his opinion, agree or disagree with other people's opinions, express how he or she is feeling and their general emotions, use conventional social language in greeting and welcoming people, talk about hypothetical situations in the past and present, talk about past habits, speculate about the present and future, listen to natural speech and conversation, and understand detail, read authentic texts such as newspapers and

Vol 7, No 1 (2024): ESTEEM

magazines and understand the general meaning, write letters to friends.

As mentioned by Riddell, students at Upper-intermediate level should be able to: use the language's primary structures and tenses accurately; start expressing sarcasm and irony; use appropriate speech in a variety of social contexts; understand and express humour; confidently defend an opinion; follow lectures and other monologues and be able to take notes; read the majority of authentic texts and be able to understand them with relative ease, write memos, essays, reports, and summaries. In Riddell's words, advanced course graduates should be able to: express themselves clearly, interact comfortably with people whose first language is English, vary stress and intonation to affect meaning, follow and understand the majority of forms of entertainment, use a vocabulary of about 3,000 words, and pursue a high-level English qualification. In general, not everyone finds teaching to be simple. To be a professional teacher who can comprehend and respond to every dynamic change that can have an impact on the learning-teaching process, one needs proper training. Teaching in the context of education is the deliberate sharing of knowledge and experience, which is typically organized within a discipline, as well as, more broadly, the giving of a stimulus to a person's intellectual and psychological development by another person or artefact (Pumilia - Gnarini et al., 2013).

Additionally, teaching speaking is a method where a teacher assists the pupils in obtaining the learning objective, which is the

requirement to enhance their performance in speaking ability. In order to assist the students in achieving their goal, the teacher may support their desire to learn speaking skills throughout the teaching and learning process. The method of accommodating students' wants, experiences, and feelings with the goal of teaching them relevant information and skills. There are many situations in which different speaking teaching methods are used in classrooms (Harmer, 2008; Thornbury, 2011). The methods for teaching speaking include *drills*, *role-plays*, *speaking lines*, and *discussions*, among others. Students participate in role-plays, which are exercises that ask them to act out various social situations and roles.

Drilling is the process of repeating what is heard after listening to a model read aloud by the teacher, a tape, or another student. When imparting new language concepts to their students, many teachers still employ the repetition drill technique. Students repeat the word or phrase after the teacher says it (exemplifies it) (*Drilling 1*, n.d.). Drills such as question-and-answer sessions or substitution drills are further sorts. To practice various vocabulary or structural elements, substitution exercises can be employed (i.e., one or more words change during the drill).

Prompt: 'I go to work. He?'~

Response: 'He goes to work.'

In Q & A drills the prompt is a question and the response is the answer. This is used for practising common adjacency pairs such as 'What's the matter?', 'I've got a (headache).' or

Vol 7, No 1 (2024): ESTEEM

'Can I have a (pen) please?', 'Yes, here you are.' The words in brackets here can be substituted during the drill. Drills are a type of extremely regulated practice because in every exercise, students have no or very little influence over what is spoken. There is just one proper response, and accuracy, or "getting it right," is the ultimate goal. Drills are typically performed chorally (each student repeats) and then separately. Another option is for pupils to practice their language skills in groups or partnerships.

One of the strongest methods for getting pupils to speak is ***Role playing***. This method is highly helpful for helping learners enhance their interpersonal skills. For instance, in role-playing exercises, a teacher offers students a role and asks them to act as the police, a hotel receptionist, a doctor, etc. by providing them with a scenario. The teacher might allow the pupils to write another narration, suggestions for dialogue, or a scenario during a different class (*How to Teach Speaking to Students - Practices and Strategies - Poodll, 2022*). Teachers allow students to role-play utilizing verbal and nonverbal cues, emphasizing communication and message delivery over accuracy.

Students are invited to stand in pairs in the ***Speaking line***, with Student A and Student B assigned to each other's responsibilities and holding Paper, respectively. There are questions and answers in the paper. Student A reads out the questions, while Student B merely reads out the response. If they finish practicing the paper with the first partner, then

they need to move and find another partner. If they finish doing the first practice, then the teacher asks them to change the role.

Discussion is a form of activity that involves dividing the class into smaller groups so that each group may effectively discuss a certain topic, issue, or problem. It is a collaborative process that encourages open communication between students and teachers; as a result, it is a student-centred approach because students actively participate (Almuhamadi, 2017). The teacher's job is to serve as a moderator. Information is passed from instructor to student and from student to student. The instructor shouldn't let one person dominate the conversation. If the teacher leads or encourages the students to voice their perspectives and ideas with the goal of jointly recognizing and solving problems, that is another definition of the discussion technique.

3. METHODS

The author used descriptive qualitative research as the research approach. This study focuses on investigating the methods tutors of *Pusat Pengembangan Bahasa (PPB) IAIN Syekh Nurjati Cirebon* use to teach speaking. It explains the methods the tutors used to teach speaking at PPB IAIN Syekh Nurjati Cirebon. The population of this study included 30 students who enrolled in the PPB IAIN Syekh Nurjati Cirebon program for the academic year 2022–2023. Qualitative research examines the diversity, complexity, and depth of phenomena (McMillan & Schumacher, 2001). As explained by Dornyei (Dörnyei, 2001), the

Vol 7, No 1 (2024): ESTEEM

goal of qualitative research is to describe social events that occur organically. The investigation mixes library and fieldwork. Field research is used to collect primary data from participants whereas library research is used to obtain secondary data from other sources. As a result, the researcher will go to the location to conduct observation. In the meantime, the researcher gathered data by observation, interview, and documentation.

4. RESULTS AND DISCUSSION

As mentioned by Aswan Zain which is cited by Syaiful, the success of teaching a language rests more on what happens inside and between the individuals in the classroom than it does on resources, tactics, and linguistic analyses (Syaiful, 2010). It may be argued that the methods teachers employ to teach speaking to their pupils are very beneficial to them and that students are very eager in putting these methods into practice to hone their speaking abilities. There are several opportunities for speaking practice and participation for students. The research findings in this study were gathered through fieldwork that included interviewing and observation. *Drills, role-plays, speaking lines, and Discussions* are some tutors' tactics for teaching speaking that have been identified based on the researcher's observations.

1) Drills

Based on his observations at PPB IAIN Syekh Nurjati Cirebon's class, the researcher concluded that the tutor's primary method of instruction in the classroom was the use of

drills to teach spoken English. As mentioned above, *Drilling* is the process of repeating what is heard after listening to a model read aloud by the teacher, a tape, or another student. When imparting new language concepts to their students, many teachers still employ the repetition drill technique. Students repeat the word or phrase after the teacher says it (exemplifies it).

Drills such as question-and-answer sessions or substitution drills are further sorts. To practice various vocabularies or structural elements, substitution exercises can be employed (i.e., one or more words change during the drill).

For example:

Prompt: 'I go to work. He?'

Response: 'He goes to work.'

In question-and-answer exercises, a question serves as the prompt, and the answer serves as the answer. '*What's the matter?*', '*I've got a (headache),*' or '*Can I have a (pen) please?*' are examples of typical adjacency pairs that can be practiced using this. '*Yes, here you are.*' During the drill, the words in brackets can be changed. Drills are a type of extremely regulated practice because in every exercise, students have no or very little influence over what is spoken.

There is just one proper response, and accuracy, or "getting it right," is the ultimate goal. Drills are typically performed chorally (each student repeats) and then separately. Another option is for pupils to practice their language skills in groups or partnerships. The

Vol 7, No 1 (2024): ESTEEM

research found that at all levels, teachers practice words or linguistic units that are difficult to pronounce. The tutors believe that more drilling will be required at lower levels because students are still becoming accustomed to English sounds and need lots of practice opportunities. At the phrase level, intonation, emphasis, and weak forms frequently cause learners to struggle, and these features of pronunciation may still cause issues at higher levels. It can be challenging to say things like, "If I'd known you were coming, I'd have stayed at home."

Drilling, in the tutors' opinion, aids in language memorization, and they also drill practical and frequent language chunks to aid with internalization. This would comprise numerous idioms, including:

Hi, how are you?

Can I please have...?

Do you have a...?

If I were you, I'd...

Due to the mental effort needed to apply grammar rules correctly, particularly if it is a new piece of language for the learners, drilling of structures per phrase appears to be considerably less likely to be helpful. Learners must comprehend the drills' objectives for them to be effective. Nobody benefits from endless repetition of language that has been stripped of context. If we are dealing with spoken language, drilling may come after the language focus stage. However, expecting students to get it right away could be unreasonable, therefore we might wish to incorporate drilling later for corrective purposes. Or we may use it as a tool for

correction after a fluency task. However, it shouldn't be used excessively because it is unlikely to be of any value if boredom sets in.

2) Role-Plays

The researcher found that some tutors of PPB IAIN Syekh Nurjati apply role play for getting pupils to speak up. This method is highly helpful for helping learners enhance their interpersonal skills. For instance, in role-playing exercises, a teacher offers students a role and asks them to act as the police, a hotel receptionist, a doctor, etc. by providing them with a scenario. The teacher might allow the pupils to write another narration, suggestions for dialogue, or a scenario during a different class.

To make the classroom entertaining, the instructor must select the proper and appropriate materials for the students to use during the teaching and learning process. Some of the instructors frequently use real-world examples when instructing speaking. The tutor began this session by introducing the day's theme, which was "restaurant". He then provided a few examples to kick off the role play. The tutor introduced the roles that are often present in the restaurant before inviting the students to share their opinions.

Following that, the tutor held a discussion with the students about the subject of the day before starting a brainstorming session to elicit ideas from the students about the restaurant and asked them to compose a dialogue together. It took roughly fifteen minutes. The next step was to divide the pupils into multiple groups of two or three apiece. The group was then invited to come up with their-own discourse

Vol 7, No 1 (2024): ESTEEM

regarding the topic and the tutor allowed them 30 minutes to discuss the dialogue. As a result, their conversations will differ.

The tutor never remained in one place during the dialogues. He nearly circled the class or group to have a discussion about the subject. The tutor invited the students to prepare the dialogue after discussing it with them, and the students' performance would be presented the following week.

3) Speaking Lines

Tutors create material for these speaking lines in the form of a piece of paper that contains conversational gambits. In this study, predictions of questions that frequently arise on a certain topic are combined with replies based on these predictions. Each paper is in the hands of the students. The tutor then instructed the pupils to form pairs facing each other after checking that everyone had the paper and understood the questions and answers on it. The tutor asks one row to the left to ask and one row to the right to answer after making sure the students are lined up and facing their appropriate partners.

Following that, kids practice the questions and responses on paper. If it is deemed sufficient, the tutor instructs each pupil to advance one space so that they are paired with a different person for the purpose of practicing the questions and responses on paper. The tutor asks one row to the left to ask and one row to the right to answer after making sure the students are lined up and facing their new appropriate partners. This continues until the pupil who was on the left of the other student switches to the right, allowing the other student

to practice the questions and their responses on paper.

As a result of pupils' ability to frequently read questions and/or answers from the paper, this technique also incorporates drilling tactics. Students who already possess some Basic English skills should benefit from this. This is possible because they are able to read a single query and/or response up to five times with various partners.

4) Discussions

Discussion is a powerful teaching tool for language activities that encourages student engagement, particularly in speaking. Discussion groups give students more chances than teacher-centred settings to interact, clarify, and explain with one another, which improves learning and comprehension. Discussion is the practice of exchanging ideas among two or more people, preferably in person. He continues by saying that the goal of the entire debate process is for a number of people to work cooperatively toward certain shared aims through spoken thought-exchange (Brookfield & Preskill, 1999; Welty, 1989). People are supposed to connect with one another through conversation, which helps them gain the skills and sympathies necessary for participatory democracy.

For motivating, defining, and directing students' participation in organizing classroom activities, both academic and social, discussion technique may be a useful organizational tool. Some benefits of the discussion technique are outlined. Students will develop a sense of ownership over the classroom and their learning, be more comfortable with ambiguity

Vol 7, No 1 (2024): ESTEEM

and complexity, and be able to examine various points of view. Based on the observation, the PPB IAIN Syekh Nurjati Cirebon tutors, will lead a group discussion that will be broken into three sections as follows:

- ***Pre-discussion Activities***: For this exercise, the instructor provides a sample of a topic which is using WH-questions mind map that the groups will discuss in 5 minutes. Following the pre-discussion, the instructor requested each group to select a friend to serve as the discussion's moderator and note-taker.
- Following one group member's opinion, the others in the group made inquiries based on what the student had said. The moderator ensures that everything runs smoothly and is structured. This is ***Whilst Discussion Activities***.
- ***Post Discussion Activities***, the tutor have some types of follow up activities. First, the tutor asks each group's representative to present the outcomes of the group discussion one at a time. Students from the same group can assist their group representatives in responding to questions that students from other groups may pose. Second, the teacher gathers the results of the group discussions, comments on the discussions, awards points to each group and its participants, makes any necessary modifications, and assigns a number of oral questions to group members at random.

5. CONCLUSION

After reviewing the research findings and employing an interviewing methodology, the researcher came to the following two key conclusions about the tutors' methods for teaching speaking at PPB IAIN Syekh Nurjati Cirebon. First of all, when teaching speaking, the teacher frequently acts as the respondent. Based on the researcher's findings, some tutors' instructional strategies for speaking have been discovered, including ***drills, role-plays, speaking lines, and discussions***. Second, every speaking instruction technique has some advantages and disadvantages.

Drills, one of the drawbacks is that this type of instruction works well for teaching fundamental knowledge but not for teaching more abstract notions. As a result, this strategy is far more effective for teaching elementary school-aged children than intermediate or upper-intermediate-level students. The major issue with any ***role-play*** or simulation is that you have to voluntarily concede that there will be some element of instability and unpredictability. The plan might not come to pass. One group's methods may not apply to another. Students can have doubts about it.

The fact that they memorize ***speaking lines*** is a weakness. It frequently occurs that when they stop training, they also forget what was just practiced. In ***discussion***, it is simple to become distracted. If competing viewpoints are expressed, it might lead to tension in the class. The non-auditory learners will have a tougher time understanding this. Taking notes can be more challenging, especially when attempting

Vol 7, No 1 (2024): ESTEEM

to follow the conversation's trajectory. The conversation will be dominated by some kids. Students who lack confidence could find it difficult to speak up.

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Vol 7, No 1 (2024): ESTEEM

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