

A STUDY ON STRATEGIES FOR TEACHING SPEAKING AND READING COMPREHENSION SKILLS

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Abstract

The central intention of this study was to analyze the English teachers' strategies in teaching speaking and reading comprehension skills in SMPN 1 Selong. It was conducted to get detailed information about the students' responses toward their teachers' strategies in teaching speaking and reading comprehension skills. This study employed a qualitative research design. Necessary data were gathered using open-ended question, classroom observation, interview, and questionnaire. The result of this study revealed that the three teachers applied teaching speaking and reading comprehension skills strategies in three stages; Pre-stages, Whilst-stages and Post-Stages. From the three teachers observed, they employed various strategies in each stage with different reasons. In general the students' responses toward their teachers' strategies in teaching speaking and reading comprehensions skills were good enough as their instructions were clear and understandable. Based on those finding, it can be concluded that the English teachers need to increase their knowledge and experience in order to understand the concept and reasons in using the strategies for teaching speaking and reading comprehension. This study recommended that English teachers should have awareness to the significance in choosing the appropriate strategies for teaching speaking and reading comprehension skills. So that the learning process can run effectively.

Keywords: Strategy, Speaking, Reading

BACKGROUND AND RESEARCH PROBLEMS

The teaching of English as a foreign language has become increasingly important in Indonesia. It is the first foreign language in Indonesia. It is a compulsory subject to be taught for three years at Junior High Schools and for another three years in Senior High Schools (Lauder, 2008). English also has been taught in Elementary Schools as an elective subject since the implementation of the 1994 Curriculum. It seems the development of English language teaching in Indonesia touches the recent English curriculum objectives.

Ironically, there are still very limited number of students who are able to

communicate in English, although they have been studying English for about six years. In this context, M. Thalal (2010) stated that there are many cases in which students' expectations do not match with the reality of learning result showing that their English proficiency is still very low or they do not have significant English ability after many years of study. Moreover, students of foreign language education programs are considered successful if they can communicate effectively in the language (Riggenbach & Lazaraton, 1991). The parameter used to revise the English teaching program in well-design syllabus, lesson plan, and material design that the students' success or lack of success in EFL (English as Foreign Language) is

judged by the accuracy of the language they produced. In order to improve the accuracy of English communicative competence based on recent English curriculum objectives, the teaching of speaking skill has become increasingly important in the English as a foreign language context.

Unfortunately, the change in the curriculum is not followed by appropriate socialization and teacher training and so, accordingly, the results thus far do not match the expectations. First, teachers are still teaching in the traditional way with the biggest emphasis on the grammar, and if some are already moving towards a new approach, the emphasis on fluency in the beginning is not directly followed by accuracy. Moreover, the change of approach is not followed by the application of suitable assessment.

In Indonesia, schools are put into different types of categories: Regular schools, National Standard Schools, International Schools, International Standard School (SBI), and Prospective International Standard Schools (RSBI). Referring to bilingual education in Indonesia the types of schools are the last three: international schools, international standard school (SBI), and Prospective International Standard School (RSBI).

Law No 20/2003 gives a definition of an international school as 'an institutional education which is run by the representative of foreign countries in Indonesia, which can use the education rules of the countries mentioned, and which is approved by the Indonesian government.' Clegg (2007) mentions that the Government of Indonesia has taken a decision to establish English-medium education in a limited number of schools known as *SBI* schools.

Having discussed the distinctive features of the International Standard School, it is of the researcher interest to analyze how English is taught in this type of school. As a matter of fact, English is not only taught as a subject matter but also is used as the language of instruction in the classroom. Besides, teacher and students

need to have a higher standard of teaching and learning processes inside the classrooms. Therefore, it is interesting to examine how teacher conduct the teaching and learning of speaking and reading skills in EFL classes, which are the most important skills in an Internal needs to be analyzed and discussed.

Furthermore Volya (2009) stated that , a professional teacher should consider suitable strategies in teaching speaking. As focus of teaching speaking is to improve the oral production of the students, it requires the teacher not only to create a warm and humanistic classroom atmosphere, but also to provide each student with a turn to speak or a role to play. Since learning and communication strategies form one of the components of communicative competence, the teacher should spend more time teaching speaking strategies, which are normally ignored by EFL teachers.

In reading itself, Patel (2008) said that, reading is most useful and important skill for people. This skill is more important than speaking and writing. Reading is a source of joys. Good reading is that which keeps students regular in which provide him both pleasure and profit. Reading habits not only help the students to get knowledge and wisdom from the cultural of heritage, but are also very helpful in passing for leisure period.

Based on the above descriptions, the reasons of researcher taking only speaking and reading comprehension skills in the present study are:

1. All skills in English are integrated or related one another.
2. The researcher is limited by the time.

In line with the background of the study, the problems of this study are formulated as follows; (1) What strategies are used by the English teachers in teaching speaking and reading comprehension skills, (2) What problems are encountered by the English teachers in teaching the speaking and reading comprehension skills, and (3) What are the students' responses toward their English

teachers' strategies in teaching speaking and reading comprehension skills.

LITERATURE REVIEW

The Nature of Speaking

In teaching English, there are four importance skills. Those are reading, listening, writing and speaking. "Speaking is the same as oral interaction which are conventional ways of speaking information, expressing our idea, and thought have in our mind"(Miller,1998).

Speaking is different with singing. Speaking is using language in the simplest way by producing ordinary sound. Then, singing is using the language by using rhythmic. Speaking is not only to communicated with other people but by speaking we can get new information or we can share our idea with other people. Language just possessed by human being to interact each other. Communication can be done at least by two people, there are speaker and hearer. The hearer must listen and understand what speaker says, and then gives a response.

According to Harmer (2001), there are three reasons why people communicate. First, people communicate because "they want to say some- thing". As Harmer explained, the word 'want' refers to intentional desire the speaker has in order to convey messages to other people. Simply stated, people speak because they just do not want to keep silent. Second, people communicate because "they have some communicative purpose". By having some communicative purpose it means that the speakers want something to happen as a result of what they say.

Speaking English in The Indonesian Context

Considering the current status of English as a foreign language in Indonesia, not so many people use it in their day-to-day communication. However, in certain communities in this country English has been used for various reasons (Musyahda, 2002), leading to the fact that some people use it as the second language. For

example, in the academic level, some of the scholars are quite familiar with English and occasionally use it as a means for communicating.

The Practice of Teaching EFL Speaking In The Indonesian Context

The teaching of EFL speaking in Indonesia has been closely connected to the concept of communicative competence which is emphasized within the Communicative Language Teaching (CLT) approach. As this approach values interaction among students in the process of language learning, classroom activities have a central role in enabling the students interact and thus improve their speaking proficiency.

The Nature of Reading

This study focuses to define reading as a process. It is in line with Anderson's (2003:68) idea which states reading as a fluent process of readers combining information from a text and their background knowledge which need reading strategies to build meaning.

Based on the above descriptions, Grabe in Melkamu (2002:11) viewed reading as a kind of dialogue between the reader and the text. This interactive process of reading reflects that a reader should toil hard to draw meaning out of a text employing different reading strategies such as skimming, scanning, predicting, etc. Hence, in this process of reading, there is active interpretive interaction between the reader, the writer and the text.

Reading Comprehension

Reading comprehension skills are important for English Language Learners. Reading comprehension has multiple definitions and explanations. One of the definitions of reading comprehension is stated as follows: Reading Comprehension is a process that involves the orchestration of the readers prior knowledge about the world and about the language. It involves such as predicting, questioning, summarizing, determining meaning of vocabulary in context, monitoring one's

own comprehension and reflecting. The process also involves such is governed by a specific context, and it is independent on social interaction. It is the integration of all these processes that account for comprehension (Weaver, 1994:44).

Based on weaver's idea above, this study focuses to define reading comprehension as a managing process of reader's prior knowledge by creating the strategies in reading such as predicting, questioning, summarizing, determining meaning of vocabulary in context, monitoring and reflecting.

The most detailed one, snow et al (2002) define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. They classify that comprehension entails three elements.

- a. The *readers* who is doing comprehension (considering) with capacities, abilities, knowledge and experiences that a person brings to the act of reading.
- b. The *text* that is to be comprehended (including printed text or electronic text)
- c. The *activity* in which comprehension is a part of considering the purposes, process and consequences associated with the act of reading.

Then, Grabe and Staller (2002) also deliver that reading for general comprehension refers to the ability to understand information in a text and interpret it appropriately and correctly. However, reading comprehension abilities are quite complex and different in numerous ways depending on tasks, motivation, goals and language ability. In line with this idea, Barnet (1988) states that level of reader comprehension is determined well from the interactions between the reader variables and the text variables.

Logsdon (2007) confirms Reflect as an activity to reproduce something after reading. In this, it is about the information fit into things that we have already learned and the new information that we learn. He also defines Recite as a strategy to think

about the material that can be done by taking brief notes, discussing, explaining to other students, and using graphic organizer to increase understanding of how concepts in the reading relate to each other.

In conclusion, reading comprehension strategy is the reader's effort or way to elicit the information or selection text in reading. Teachers can encourage students to use effective strategies which are mentioned in the discussion above when reading English text. They also can make a major difference in student's success of failure to read text effectively by modeling, coaching, facilitating, promoting, and teaching reading comprehension strategies in their Classroom.

RESEARCH METHODS

Research Design

This research employed qualitative study Design. A case study was chosen because this is to observe and to analyze the English teachers' strategies in teaching speaking and reading comprehension skills and the students' responses toward their strategy used. In line with this, Coben and Manion (1994) and Gray (1992) stated that a case observe the characteristics of an individual unit; a child, a class, a school, or a community and attempt to set light on a phenomenon by studying in depth a single case example of the phenomenon. It is an ideal design to understand and interpret observations of educational phenomena.

Method of Data Collection

As it is mentioned earlier, this study employed qualitative research, precisely a qualitative study. So that, to analyze the characteristics and phenomenon of the single case, multiple data collection techniques we intended to use. They were *classroom observation*, *open-ended questions*, and *questionnaire*.

Questionnaire for Teachers

Questionnaire for teachers was made to ask open ended question before

taking the classroom observation which applied to find out the teachers' concept on their strategies in teaching speaking and reading comprehension and the problems they encountered. The open-ended questions were used merely to support the data from observation. That's why; the open-ended questions should be related to the points that were observed in the classroom observation. Dornyei (2003) he also explained that open ended questions includes items where the actual questions are not followed by responses option for the respondents to choose from but rather by some blank space for the respondents to fill. The open responses can offer graphic examples, illustrative quotes, and can also lead us to identify issues not previously anticipated. Furthermore, sometimes we need open-ended items for the simple reason that we do not know the range of possible answer and therefore cannot provide pre-prepared response categories.

Classroom Observation

The classroom observation was conducted in order to identify the strategies used by English foreign Language teachers and also to identify the students' responses toward their teacher strategies in teaching speaking and reading comprehension skills. The idea of using an observation as the main data collection is related to the Flander (1960) as cited in Allwright (1998) who proposed observation as the key procedure for a number in comparing "methods" as in investigating "teaching style" in the hope of being able to find which one was the most effective.

Interview

The interview was carried out after the classroom observation. It was conducted to find out the teachers' concept

and detailed information about their reasons in using the strategies for teaching speaking and reading comprehension skills. The interview was used merely to support the data from classroom observation. That's why, the interviews' questions should be related to the points that observed in the classroom observation.

Questionnaire for Students

Questionnaire for students was made to ask close ended questions .In this study, the researcher used *Likert Scale Questionnaire* since this method is simple, versatile and reliable (Dornyei, 2003:36). Then, Dornyei (2003) also explained that Likert Scale consists of a series of statements which are related to a particular target with the respondents are asked to indicate the items of agree or disagree by marking one of the responses ranging from 'strongly agree' to 'strongly disagree'. The questionnaire was developed based on the fourth research question. The data gathered from questionnaire were used to support the main data that got from observation. They were considered to find out the students' responses toward their teachers' strategies in teaching speaking and reading comprehension.

RESEARCH FINDINGS AND DISCUSSIONS

The Teachers Strategies in Teaching Speaking and Reading Comprehension Skills.

As shown in data below, teachers' strategies in teaching speaking and reading comprehension skills were presented into three teaching stages or activities; Pre, Whilst, and Post activities. It can be seen in the following framework:

A General Framework of Teachers Strategies in Teaching Speaking Skill

Classroom Observation	Strategies in Teaching Speaking		
	Pre Activity	Whilst Activity	Post activity

Observation 1	Brainstorming Strategy	Reviewing Strategy	Reviewing Strategy
Observation 2	Brainstorming Strategy	Retelling Strategy	Reviewing Strategy
Observation 3	Direct Instruction Strategy	Direct Speaking Strategy	No Strategy

From the three observation (the above table) it can be seen that Most of the teachers (T1 and T2) prefer to use brainstorming strategy in the stage of Pre Activity with different reasons, in which T1 stated that he used brainstorming strategy to motivate the students speaking or community in English. Whereas the other one (T2) thought that using Brainstorming strategy in the stage of the Pre-activity could make the students have prior understanding about the learning material that would be learned. While the T3 prefer to use direct instruction strategy in the stage of Pre-Activity because the material he taught at that time was remedial material.

In Whilst Activity, each teacher used different strategy with different reasons. T1 used Role-Play strategy solely as the juncture of a conversation between the previous and the next pairs. T2 used Retelling Strategy because the material taught was recount with related to past event. T3 used Direct Speaking strategy because the students had known the material and they prepared the materials of speech to be presented.

In Post Activity, most of the teachers (T1 and T2) prefer to use Reviewing

strategy with different reasons. T1 used Reviewing strategy as the stabilization of comprehension to the materials that had been learned by the students, whereas T2 used Reviewing strategy to analyze whether the students really understood or not the material that had been talked about, while T3 did not apply any strategies in this stage (Post Activity) with the reason that he was limited by the time, besides he had plan to continue at the next meeting.

Based on the above descriptions the researcher would like to present their concepts on Teaching Speaking Strategy.

T1: Teaching Speaking Strategy is a model of learning speaking which consists of Building Knowledge of Field (BKOF), Modelling of Text (MOT), Joint Constructions of Text (JCOT), Independent Construction of Text (ICOT).

T2: Teaching Speaking Strategy is a strategy used in the learning process to take the students are really capable to speak English.

T3: Teaching Speaking Strategy is teaching strategy to improve the students ability to speak.

A General Framework of Teachers Strategies
 in Teaching Reading Comprehension Skill

Classroom Observation	Strategies in Teaching Reading		
	Pre Activity	Whilst Activity	Post activity
Observation 1	Brainstorming Strategy	1. Reading Aloud Strategy 2. Comprehension Strategy	Reinforcement Strategy
Observation 2	1. Brainstorming Strategy 2. Word	1. Reading Race Strategy 2. Comprehension	Reinforcement Strategy

	Guessing Strategy	Strategy	
Observation 3	Introducing Strategy	Direct Learning Strategy	Reviewing Strategy

From the three teachers observed, each of them applied different strategies whether in Pre and Whilst Activity with different reasons as well. Only in post activity T1 and T2 used the same strategy namely reinforcement strategy, but also they had different reasons. While T3 applied reviewing strategy with his own reason.

In Pre activity T1 used brainstorming strategy as an introduction or warming up before starting the learning material. T2 used brainstorming and word Guessing strategy to analyze the students' prior knowledge due to their vocabulary and readiness in joining the learning process. Different with T3 who used introducing strategy to give the students' basic understanding about the learning material that would be taught.

In whilst activity, T1 used reading aloud and comprehension strategy to describe the balance of students' reading related to pronunciation and intonation. T2 used reading race and comprehension strategies in order the students' did not feel suppressed in the process of learning and they could learn through game. While T3 used direct learning strategy as the pre activity had been done before, namely exploration and collaboration.

In post reading, two of the teachers observed (T1 and T2) used reinforcement strategy, but they had different reasons, while T3 used reviewing strategy. T1 used reinforcement strategy to improve the students experience and ability in reading English texts. T2 used reinforcement strategy to clarify whether the students had understood the material that had been learned or not. T3 used reviewing strategy to confirm whether the learning objectives had been achieved.

Both pre-ativity and post-activity involve limited range of strategies.

However, obvious differences in strategies used are seen in the whilst activities.

In speaking, every lesson used different strategies (reviewing, retelling, and direct speaking). In reading, the strategies used are reading aloud, comprehension check, reading race, and direct strategies. These indicate that teachers used their creativity in strategy use during the main activity, which means that teachers might have an interpretation that main activities are the most important segment in the teaching and learning process

The post activities are similar to the pre-activities in the way of the limited strategy used. As a matter of fact all the three segments are equally important and teachers should use a variety of strategies to make learning to be enjoyable and effective.

CONCLUSIONS

For the first research problem, it can be concluded that the teachers applied three kinds of stages in teaching speaking those are stages of teaching activities. In pre-speaking stage they gave sthe students some questions as a brainstorming, even one of them used word cards to elicit the students vocabulary mastery. This activities were done to know the students' prior knowledge. Then, in Whilst-speaking stage, they applied direct speaking and conducted speaking through making dialog in front of the class. The last, in post-speaking stage they did reinforcement and gave the conclusions to know whether the students understand or not the material had been given.

For the second research problem, it can be seen that the teachers applied three kinds of stages in teaching reading those are pre- reading, Whilst reading, and post-reading stages. In pre-reading stage they gave sthe students some questions

as a warming up to know and enrich the students vocabulary mastery. This is also done to help the students to enter to the topic being discussed. Next, in Whilst-reading stage, they distributed the texts and gave some questions related to the text provided. This is done to know the students' comprehension on the text given. Even, this is done through a play. Then, in post-reading stage they did reinforcement and gave the conclusions to know whether or not the students understand to the material had been given by their teachers.

Then as found in the results of questionnaire data, it can be concluded that basically almost of the students believed that all of the teachers had created some extent strategies in teaching speaking and reading comprehension skills. They perceived all their teachers prepared the lesson and activated their background knowledge before speaking and reading activity. They also perceived that all their teachers had created clear instruction that could help them to speak and understand the text in reading.

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