

STUDENTS PERCEPTIONS ON THE EFL TEACHER STRATEGIES IN THE TEACHING SPEAKING

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ABSTRACT

The purpose of this study was to determine the students' perceptions of the speaking learning strategies used by EFL teachers at the University of Santu Paulus Ruteng. Objectives of this research is to know the several students perception on the EFL teacher strategies in the teaching speaking. The research problems of this study are What is the student's perception toward their English teachers' strategies in teaching speaking? This study uses a qualitative method in the form of interviews and questionnaire with students of Class 2019 B English education program as the sample in this study with a total of 20 students. The results of this study revealed that the students' perception of the strategies used by the lecturers of the subject was very good. The strategy used by the lecturer consisted of one strategy it is discussion strategy. The result of this study, based on the data of students questionnaire students perception that found discussion EFL teachers at University of Unika Santu Paulus Rurteng used discussion strategy in teaching speaking. Most students refer it strategy, because it strategy can improve students speaking skill. Students perception, they refer to discussion into group, and refer to discussion interesting topic in group. So, based on this research, it can be concluded that improving the strategies and students' perceptions of the strategies used by the lecturers really needs to be done this is because the strategies and students' perceptions of the strategies used can affect the development of students' abilities, especially in speaking courses at the college level.

Keywords: *speaking skill; EFL teacher strategy; and student's perception.*

INTRODUCTION

People perceive speaking as one of the most important skills. Nunan (1999), for example, has long confirmed that the proof of language mastery is typically characterized by the students'

ability to communicate the language (p. 225). Similarly, Brown (2001) claims that communicative competence is the most important aspect of language learning. Being able to speak English is an important factor, especially given the

growing importance of English in areas such as job interviews, tourism, and business (see, for example, Crystal, 1997; Mattarima, & Hamdan, 2011; Muamaroh, 2013).

Speaking, as the most visible skill, represents the critical role of human communication skill (Nunan, 1999). As an outcome, research on speaking is important in providing relevant stakeholders, particularly those involved in teaching speaking, with more insightful information about their students' perspectives, such as how to teach speaking or the possibly preferred teaching method given to them. Thus according Fulcher (2003, p. 23), speaking is the use of verbal language to communicate with another. Speaking, as defined by Chaney (as cited in Fikri, 2018), is the process of creating and sharing meaning through the use of verbal and nonverbal symbols in various contexts. Finally, Thornbury (2005, p. 20) states that speaking is a real-life activity that certain speakers engage in in order to interact with others. Based on the preceding principles, speaking can be defined as an oral activity performed by people to share a specific meaning with others.

A strategy is a significant component of the teaching and learning process. In the teaching and learning process, strategy is an activity that both the teacher and the learner should engage in in order for learning activities to become effective and efficient. Of course, the teacher has the primary responsibility for developing a strategy that is followed by students in learning activities. The teacher's

strategy should be capable of selecting appropriate strategies for teaching speaking to students.

One of the reasons for successful strategies in the teaching learning process is how well students understand the material provided by teachers. The students have varying levels of understanding of the material. According to preliminary research, some students believe that the teacher's strategy for teaching speaking is boring, but many students believe that the strategy is enjoyable. Teachers require students' perceptions in order to determine how well the material is received by the students. Dick in Widyaningsih and Robiasih contends that teachers can employ various teaching strategies to achieve teaching learning objectives. Teachers are given opportunities to use a variety of teaching strategies to help students speak effectively.

Perception is crucial, according to Knleinke (1978), since it impacts students' learning. Students who have positive opinions of the teacher's approach are more likely to succeed in learning English. The pupils will be able to grasp the information quickly. It is necessary to pique the attention of pupils in the teaching and learning process. Perception, according to Asrori, is the individual's process of understanding, organizing, and providing meaning to the stimulus that comes from the environment in which they are positioned, which is the product of their learning and experience.

From the description above, students' perception is essential to

teachers' strategies. A teacher's goal in teaching speaking is for students to succeed in public speaking. It is possible if the teacher's tactics are really effective. The success of students in public speaking is determined on the teacher's method of teaching public speaking.

Some researches on the teaching of speaking skill have tended to focus on distinct parts, such as the use of media in teaching speaking (Navisha, 2019). In terms of teaching techniques or tactics, Handayani's study suggests that the instructor can utilize role-play, drilling, outdoor activity, direct strategy, and motivation to help students develop their speaking skills (2019, p. 204). Finally, Wicaksono emphasizes the importance of the teacher's position (2016). In conclusion, these research have revealed that there are several difficulties that teachers should consider while teaching speaking. There are a few exercises that may be done in conjunction with speaking activities. Initially, Harmer (2001) suggested that, activities such as script acting, communication games, debate, prepared speeches, surveys, simulation and role-play. Similarly, Ur (2012) provides similar exercises for speaking practice, such as comparing two activities and conversation.

This is also supported by previous research, such as the first study conducted by Azizah (2022) "The Student's Perception Toward Their English Teacher's Teaching Strategies In Speaking Skill At The Second Grade Students Of Ma Al Ittifaqiah Indralaya" in this study various strategies to teach

speaking such as small-group discussion, games, and drilling strategy and the students They appreciated the teacher's ideas for imparting skills. They may get some advantages from the tactics, such as increased self-confidence in speaking up and expressing their thoughts.

Mutaat did a second research (2022) The study "Students' Perceptions Toward Teaching Speaking" discovered that students preferred to have more engaging things to talk or connect with their peers during oral practice. They also believed that using basic handouts may be beneficial because they did not burden children when learning their language. Finally, they believed that even if they had a good or fascinating topic, they still required the teacher to help them with their speaking skills.

Huzniati (2010) did the third study, "Students' Perceptions Of The Use Of Cooperative Learning To Increase Their Speaking Skills." According to the findings of the study, students saw an improvement in their ability to speak English after being taught using cooperative learning approaches. This is demonstrated by pupils' ability to interact smoothly in groups, fully grasp the thoughts of peers, and actively engage in groups. This study also discovered that three significant aspects of cooperative learning increased students' speaking ability: students' motivation and cognition, boosting students' critical thinking, and growing students' emotional regions. As a result, cooperatives have a good impact on students' speaking abilities. Handayani's research indicates that

there are numerous tactics that instructors may employ to improve students' speaking abilities, such as role-playing, drilling, and outside activities. space, direct strategy, and provision for motivation (2019, p. 204). Finally, Wicaksono highlighted the role of the teacher's position (2016). Prior to this, this study revealed that there are several concerns that the instructor should consider while teaching speaking. Speaking activities can include a variety of things. To begin, Harmer (2001) provides a variety of exercises, including script acting, communication games, talks, conversations, surveys, and simulations and games. Similarly, Ur (2012) provides roughly comparable tasks for speaking preparation, such as comparing and discussing two activities.

Based on the pre-study and the researchers 's personal experience as students at the Indonesian Catholic University of Santu Paulus Ruteng, researchers discovered that a discussion strategy was frequently utilized by EFL lectures to teach English classes, particularly speaking abilities.

As per aforementioned explanation, the researchers want to investigate about students' perspectives of the discussion strategies used by EFL lecturers in teaching speaking at universities, particularly at the Indonesian Catholic University of Santu Paulus Ruteng class of 2019 B. Per the findings of this study, the discussion strategies used by EFL teachers are effective at teaching speaking because they assist students in speaking and interacting with others in the class by

allowing them to use the target language and allowing them to participate actively in the teaching and learning process. According to students' perceptions, discussion in speaking class might be an alternate method utilized by EFL teachers.

METHOD

The researchers did a qualitative descriptive investigation in this study. Because the explanation of this study involves students' impressions of the tactics utilized by the EFL instructor in learning speaking, qualitative research is the most appropriate research method used for this research. The data in this study will be evaluated utilizing qualitative data processes and in the form of qualitative descriptive data. Researchers gathered surveys as main sources. Researchers utilized interview findings as a secondary source. In qualitative research, the findings of interviews might take the form of: considered as the most reliable source of information. This study was place in a classroom at the Unika St. Paul Ruteng English study program class 2019 B. The researcher requested the subjects to participate for a variety of reasons, including: All of the individuals in the questionnaire procedure were from the same class. All individuals were informed in advance that a questionnaire session would be held. The questionnaire was then completed and collected by the researcher. The researcher will next transcribe and evaluate the questionnaire results. During the interview procedure, the researcher will conduct individual

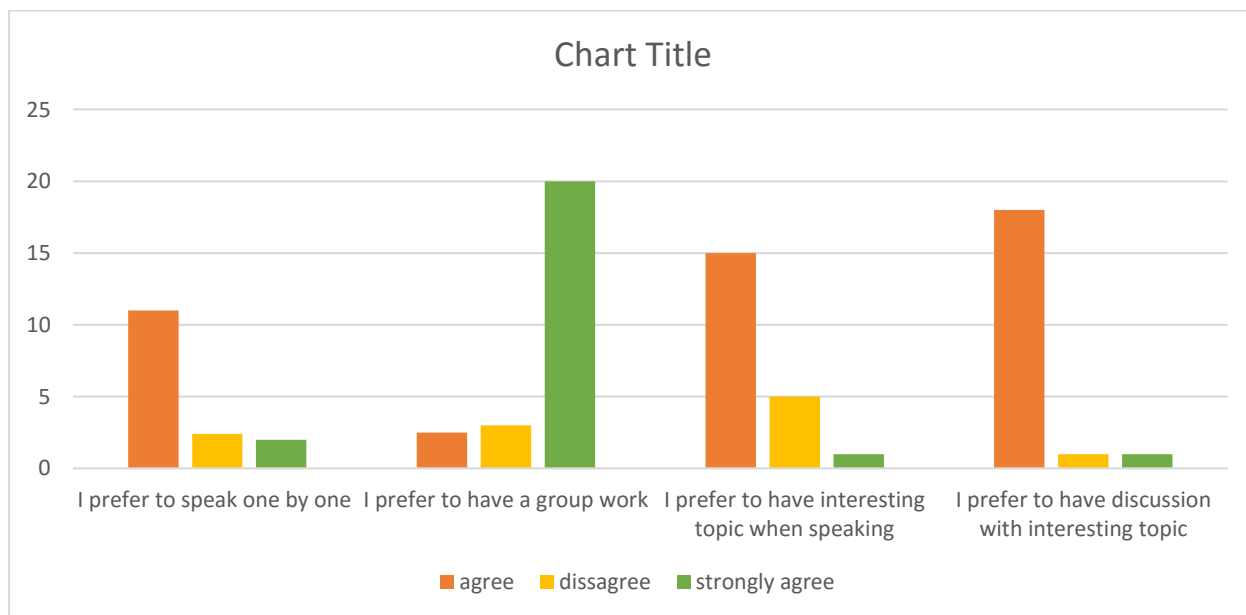
interviews with five students from the chosen class. During the observation and documentation phase, all individuals sat in the same room or place. All subjects were informed in advance that they would be recorded. Following the transmission of the recorded discussion to the researcher,

the findings of the recording would be transcribed and assessed by the researcher. The researcher employed three sorts of actions in qualitative data analysis when assessing the data: data reduction, data presentation, conclusion drafting, and verification.

Table 1. Survey Questionnaire

Items	Choiches			
A.Preferred speaking activities	SD	D	A	SA
I prefer to speak one by one				.
I prefer to have a group work				.
I prefer to have interesting topic when speaking				.
I prefer to have discussion with interesting topic				.
I prefer to have a presentation on interesting – topic				.
B .Media preferred when speaking activities				.
I prefer to have video presentation before speaking				I
prefer to have a simple handout				I
prefer to listen to a topic before speaking				.
I prefer to have language laboratory program when practicing speaking				.
C.Teacher preferred in speaking activities				.
I prefer the teacher who speaks English very well				.
. I prefer the teacher who helps the students to speak well				..
I prefer the teacher who doesn't criticize the students openly				.
I prefer the teacher who can provide the interesting topic to speak				.

Result

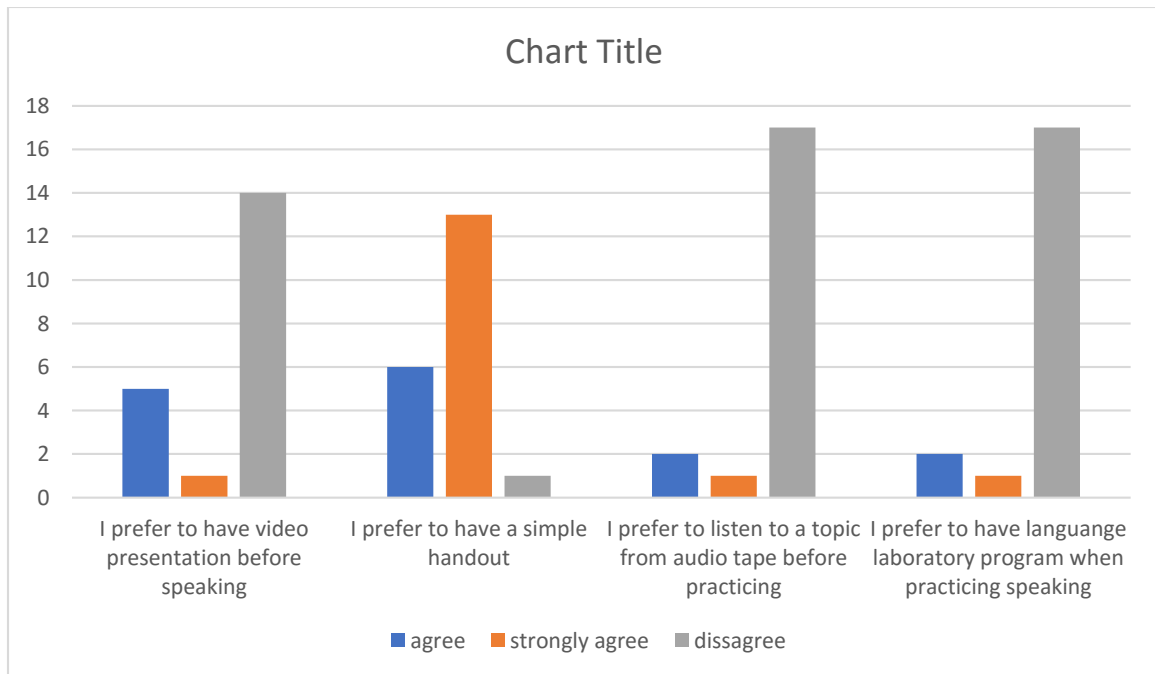


From the graph above, students prefer speak one by one and also prefer to discuss in group work in speaking, students also prefer to have discussion with interesting topic when teaching speaking. Discussion strategy is prefer by students during teaching speaking. So, discussion strategy used by RFL

teacher is effective to students in teaching speaking.

4.1.2 The students' perceptions toward the teaching media used in teaching speaking Figure

2. The students' perceptions toward the teaching media used in teaching speaking

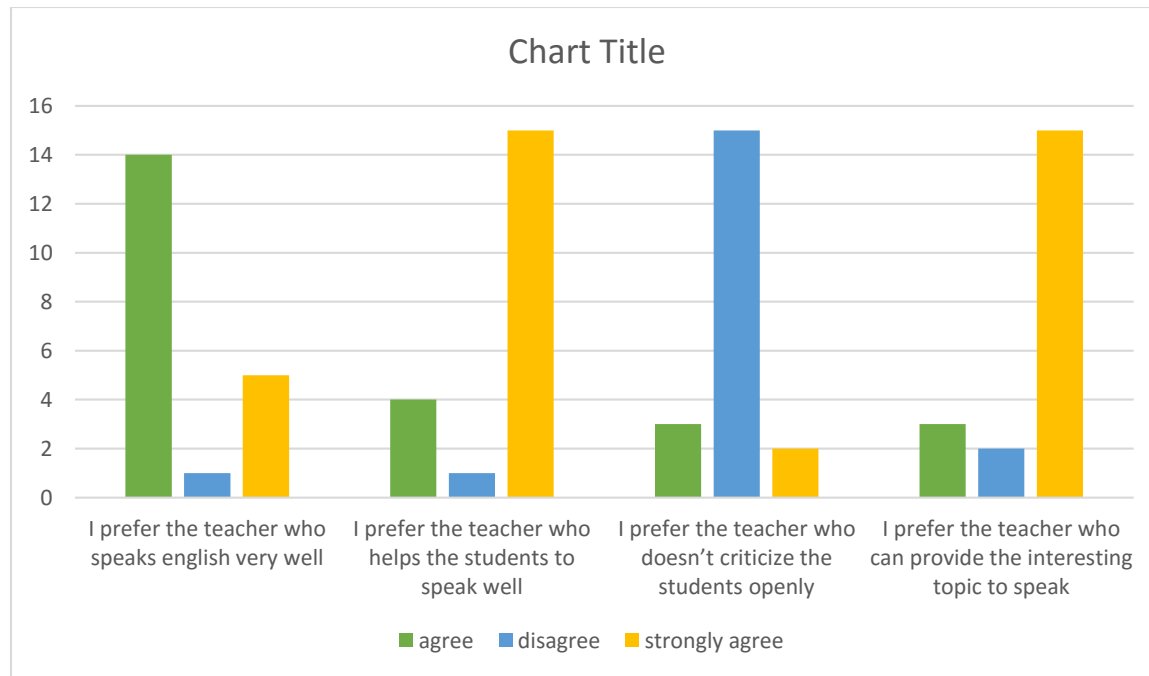


The graph above shows that students prefer particular activities, such as discussion group work to learn how to communicate, an interesting topic to help them learn how to speak, and conversation as a little platform for them to practice their oral skills. In truth, these three tasks are inextricably linked. An engaging topic, for example, should be done via group work rather

than as a solitary oral presentation. Similarly, a fascinating topic may make a group work discussion or conversation more interactive.

4.1.3. The students' perceptions toward the teacher's role in teaching speaking
Figure

3. The students' perceptions toward the teacher's role in teaching speaking



From to the graph above, students prefer teachers who can speak English effectively, but they are also delighted to have professors who can help facilitate the learning process. Furthermore, they want someone who does not blatantly criticize student performance. Finally, an intriguing topic is still seen as highly significant by pupils while developing their speaking skills. The next section goes into further detail.

DISCUSSION

From the result discussion strategy is the best strategy used by EFL teacher in teaching speaking at university of Unika Santu Paulus Ruteng. Based on the facts above, it is clear from the students' perceptions that the EFL teacher's discussion strategy is preferred by the students. That's because the strategy can assist pupils enhance their public speaking abilities.

Furthermore, group conversations on intriguing themes are an effective technique for developing student speaking abilities. Based on the facts above, it can be concluded that students' perspectives are mostly focused on engaging themes rather than teaching methods/strategies that demand them to speak one at a time. Depends on the data above, it can be concluded that students' perspectives are mostly focused on engaging themes rather than teaching methods/strategies that demand them to speak one at a time. The students also preferred group work and discussion for their speaking activities rather than solitary presentations. This conclusion supports Alamsyah's (2020, pp. 6–7) findings about students' preference for group activity when learning English. He discovered that pupils like studying in groups because it allows them to learn more energetically than learning in a

single meeting (Alamsyah, 2020). Moreover, students prefer to convey intriguing ideas verbally rather than through audio or laboratory programs. Students must talk independently. This study also supports some researchers' belief on the value of having attractive topics on which students may practice and share their knowledge (Ur, 2012). Ellis and Brewster (as cited in Alfi, 2015, p. 39) present a somewhat different perspective the idea of communication games, in which students may exchange ideas to speak about and play with. In essence, speaking instruction must be tailored to the students' readiness to talk, and it must begin with engaging themes to practice or through easy communicative exercises. Hatch and Jack C. Richards (as mentioned in Aripin, & Umam, 2019, p. 2) underline the need of having a diversity of themes available to second language learners in order to manage speech as an interaction.

CONCLUSION

Based on these findings, it can be concluded that the students of class 2019 b of the English Education study program at Unika st. Paul Ruteng has a positive perception, this is because they strongly agree with the discussion strategy used by the EFL teacher in teaching speaking. Students' perceptions of the data found showed that the discussion strategy used by the EFL teacher in learning speaking was able to improve their speaking skills. This is because the discussion strategy used by the teacher turned out to be influential in terms of improving

students' speaking skills. In addition, providing simple but interesting topics for students is more important than preparing expensive media. This can be proven that students prefer to have more practical conversations than complicated learning and teaching materials to support learning activities. However, they also think that interesting topics should be available to allow them to talk to their peers. Regardless of teaching methods, strategies, or techniques that the teacher can choose. Teachers are expected to focus on the strategies they use which are found to be very influential for students when they practice speaking such as discussion in groups and the determination of interesting material that might trigger students to actively speak.

Suggestion

This study was conducted in survey research, so it may limit participants to speak more naturally. Further studies may involve more instruments (e.g., mixed) methods) and more varied participants so that the findings can be more generalized. In addition, further research is expected to examine the advantages and disadvantages of the discussion strategy used by the teacher in teaching speaking.

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