



## PRE-SERVICE TEACHERS' STRATEGIES IN IMPROVING STUDENTS' SPEAKING SKILLS

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Received: 2 April 2023

Accepted: 15 May 2023

Published : 30 June 2023

### Abstract

Pre-service teacher education is an essential component of every teacher's education curriculum since it prepares student-teachers to become competent educators in the future. English is becoming the universal language used for communication in both local and international contexts. Speaking is regarded as the most crucial ability that must be thoroughly acquired when learning a new language among four essential language skills. The capacity to speak is also among the most important skills we develop since it enables us to interact with people and convey our feelings. The factors that contribute to neither success nor failure in the process of acquiring a language must be understood by teachers if they are to assist their students in learning English more successfully. Furthermore, as a teacher, you must provide teaching that demonstrates how numerous turns in communication improve students' abilities to communicate more fluently, ask, respond to, and answer questions, as well as change their thoughts about topics. By asking the respondents a number of questions, the aim of the research was to determine what factors influenced students' success or failure in learning English through speaking strategies. As a result, there are a number of challenges and variables that affect whether or not students are successful in using speaking strategies to learn and teach English.

**Keywords :** *Pre-service teachers, Speaking, Teaching English*

### To cite this article:

Miranda, J.A.M., & Wahyudin, A.Y. (2023). Pre-Service Teachers' Strategies in Improving Students' Speaking Skills. *Journal of English Language Teaching and Learning*, 4 (1), 40-47.

## INTRODUCTION

In our modern world and in the global community, knowing English is essential. In order to satisfy their requirements in life, humans need to communicate. People can communicate verbally and in writing. People use written and spoken language to interact with one another and communicate in daily life. As a language of science and technology, English can be used by everyone to broaden their horizons and overcome specific obstacles. Any teacher education program must include practicum teaching because it gives aspiring teachers a chance to put the concepts they have studied into practice in a real classroom. However, practice teaching in education is still difficult because it does not adequately prepare student instructors for their actual classroom teaching, claim Haigh, Pinder, and McDonald (2006). These trainee teachers will learn how to handle and manage not just their daily teachings but also the students and their classroom through ongoing observation and guidance from the teacher educators. This is why Tuli and File (2009) referred to pre-service teachers' practicum teaching experiences as the "the vast majority essential component of the teacher preparation program". Language theorists have put up a number of definitions for speaking. Speaking ability was described by Harmer (2001:269) as the capacity to speak clearly and fluently while simultaneously having the capacity to understand language and information "on the fly."

Developing a simple sentence structure and using understandable language when speaking. Additionally, they must learn how to transmit language's meaning in accordance with the topic at hand. Speaking refers to a person's capacity to produce sounds and communicate ideas that are in their minds. Speaking, according to Nunan (2003, p. 48) (as cited in Mart 2012, p. 91), is an oral demonstration of skills that involves formulating a deliberate verbal phrase to convey meaning. According to Brown (2004: p. 140), speaking is an interactive method for creating meaning that entails differently producing, receiving, and processing information than writing. Students learn sentence structure and concept organization by speech. Moreover, according to Arini & Wahyudin (2022), one of the English language

skills that students must develop is speaking. It is a useful ability that produces speech to communicate thoughts, information, and meaning when interacting with others.

The ability of the students to speak effectively must be supported in the speaking class by effective classroom management and teaching about speaking. Speaking is the intentional utilization of language to communicate thoughts or information so that other people can understand you (Arini & Wahyudin, 2022). Then, speaking lessons are meant to help students communicate effectively because this involves more than just correctness but also fluency. Additionally, since English is a foreign language in Indonesia, students may experience challenges speaking English (Mandasari & Aminatun, 2020). In order to achieve communicative competence in a language classroom, according to Brown (1994:29), instruction must focus on all of its elements, including organizational, pragmatic, strategic, and psychomotor skills. The ideal way to achieve communication goals is to give sufficient importance to language use, rather than just usage, fluency, rather than accuracy, authentic language and context, and students' eventual need to apply classroom knowledge to previously unrehearsed circumstances in the real world.

When learning English, the factors that affect students' ability to speak fluently may come from the students themselves or from the media they are exposed to while learning the language (Mandasari & Oktaviani, 2018). Every teacher has their own learning strategies in teaching their students. The teacher definitely wants students to succeed in their studies. Learning strategies are commonly defined as the operations or processes which are consciously (or unconsciously) selected and employed by the learner to learn the target language or facilitate a language task (White 1999, cited in Hurd & Lewis 2008, p. 9). All language learners utilize learning strategies, but Oxford (1990) indicates that successful language learners engage them more frequently, more purposefully, and with greater awareness. As well as this speaking skill, if you don't master this skill, it will be difficult for someone to communicate with the other person. "Practice makes perfect" when it comes to developing English speaking skills. Listening to English, understanding grammar and reading can all help slightly, but they're never going to improve English speaking skills to the extent it is possible. As ESL students, understanding the nature of English can be a real struggle. Students with different native languages can be at a disadvantage because of the nature of English.

Here are some helpful tips on how to develop English speaking skills:

1. Learn new vocabulary, because in English you will always find new words. So as a teacher, you have to help students to want to keep knowing new words in order to improve their English.
2. Focus on pronunciation. If you have got new words, but still misspelled them, it is easy for students not to understand them. Invite students to always find out the correct pronunciation, such as playing games related to the correct pronunciation of words. As much as possible the teacher should attract the attention of students so that learning is not monotonous.
3. Ensure they understand how English flows. With ESL students, an important focus on how to develop English speaking skills is to get them into the flow of how English is usually spoken. Because as we know, students' mother language is different from what they are learning now.
4. Get them to practice self-talk. This involves getting them to talk loudly in English to themselves. This could be before completing a task, such as "shall we go and grab a coffee?" to "I need to go to the gym tonight."
5. Encourage your students to download practice apps. This can break down difficult language into manageable chunks that can be practiced on the go at regular intervals.

According to Ur (1996: 120), class activities that help students improve their skills for verbal expression would seem to be an essential part of a language education. Ineffective teaching and learning methods and strategies may give rise to some new problems. The exercises that were conducted in class left the students feeling bored and most of them feeling tired. As a result, their interest in participating in the lecturing activities gradually waned. Additionally, Ur (1996: p. 120) lists a few traits of effective speaking actions. First, students speak a lot. The majority of the time given for the activity was really

spent listening to learner talk. Although it may seem obvious, instructor discussion and pauses frequently take up the majority of the time. Then, participation is then equal. Discussion in the classroom was not dominated by a small group of talkative students who all receive a turn to speak, and participation are divided fairly evenly. After that, motivation is high after that. Learners are eager to speak because they are enthusiastic about the subject and have something unique to express, or because they want to assist the group in achieving a work goal. The language is of a good standard. In terms of grammatical correctness, relevance, and ease of intercommunication, learners' utterances should be appropriate.

In general, the problem faced by students when learning English is that when talking to others, they are hesitant and afraid of being wrong if their friend or interlocutor doesn't understand what they are talking about, they feel distrustful of themselves and emit words like "ee" "em" like that. Here, there is a lack of interest in the teaching activities, a lack of motivation to participate in teaching and learning process, fragmented and halting speech, the use of another language's terms and laughter as gap fillers, the use of non-specific linguistic vowels as pause fillers, less time given for active participation in class (teacher centeredness), and monotonous teaching methods.

### RESEARCH METHOD

This study uses a qualitative research method which aims to determine their perceptions of speaking strategies, what makes students successful and unsuccessful in speaking English. Then, by collecting data using google forms to create a questionnaire and distribute it to 26 people from the English Education Department. The first procedure is collecting data, then comparing and proving, the last is making the conclusions. The instruments used are questionnaires, perception questionnaires, and data from the internet. The question consists of 7 items. Here's the questions:

1. Are you familiar with speaking strategies in teaching English?
2. Do you think if the teacher uses a speaking strategy, it can help students improve their English?
3. If you have a chance to be a teacher, what do you focus on the most to help your students succeed in speaking?
4. If you're a learner, what makes you able to improve your speaking in English?
5. In your opinion, what makes students fail in mastering speaking skills?
6. Tell me your reason, why did you choose that answer in the previous question?
7. What do you do to improve your students' speaking skills?

### FINDINGS AND DISCUSSION



Figure 1. Speaking strategies in teaching English

According to the figure 1 the respondents stated that there is one person who answered "no", maybe they felt miscommunication with what the researcher asked. However, 96% answered "yes". This strategy is very familiar among students who study foreign languages, especially English. Like today, English has become a global language and has even become an international language, which of course,

everyone is required to be able to, at least understand. Because in every school now English has become a subject that must be studied by students.

Do you think if the teacher uses a speaking strategy it can help students improve their English?

26 jawaban

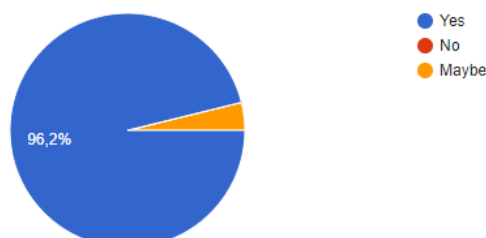


Figure 2. Speaking strategies can help students to improve their English

For the second question, the respondents think that speaking can improve students' abilities in their English. Speaking is a skill that should be mastered by someone who uses English to communicate with the other person. The students can express their ideas, wishes, opinions and attitude in speaking. Then the partner must pay attention to the speaker to decode the message and finally is able to give appropriate responses to the partners. So, speaking helps other to know you and it helps you to know others.

If you have a chance to be a teacher, what do you focus on the most to help your students succeed in speaking?

26 jawaban

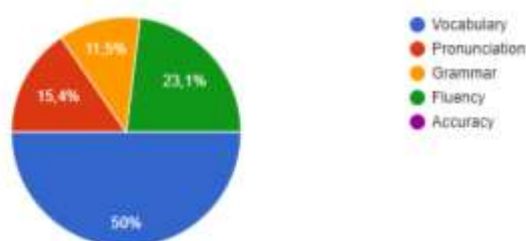


Figure 3. The aspect from speaking in teaching

Each student has their unique set of skills and study habits. Nevertheless speaking skill can be achieved in numerous ways. Some of them can speak English with ease because they have good grammar, a sufficient vocabulary, clear pronunciation, and accuracy in word choice, while others struggle because they lack the necessary vocabulary and have poor grammar. Since it's necessary to learn how to speak, everyone has to first comprehend what they are saying.

Based on the questionnaire that distributed, 50% of people chose vocabulary as the biggest influence in increasing students' success in learning English. Most of them said, because if we have a lot of vocabularies, it will make it easier for us to string words in English, use them to communicate and it will really help to improve our proficiency in English.

The second 23.1% is fluency. In English, it is also important to focus on helped students succeed. Because if the students already have a lot of vocabulary but are not fluent in using it or the pronunciation is wrong, it is the same as not mastering it. Moreover, it will be a quite difficult to understand later in communication. As much as possible fluency and pronunciation should also be considered. The speaker produces spoken language by speaking English with good fluency and accuracy (Arini & Wahyudin, 2022).

And the last, there are grammar and accuracy. Because none of the respondents chose accuracy, so let's talk about grammar. Actually, Grammar is an important part of the Component of speaking skill because the correct and directed vocabulary arrangement is important for conveying information orally. Speaking with the wrong grammar will make you fail to convey ideas or information. On the other hand, it doesn't matter if there is something wrong with our grammar, we are having a conversation or communicating, as long as the other person understands what we are talking about. After, we realize that our grammar is wrong, we have to correct it properly and don't make the same mistake anymore, because that is part of the learning process.



**Figure 4. The activities to improve speaking in English**

According to the figure 4 there are about 53.8% of them chose to listen to English songs. Why is that? According to several articles, it means that the notes in the song will make our hearts feel calm, comfortable, happy, following the music. Even the lyrics that are poured are related to what we feel. Usually if we like something we will definitely do it repeatedly, well so does music, when we like it we will always hear it by heart. Additionally, studies have shown that learning English through songs is a rapid way to do so in a way that will make you happy and desire to learn more. Moreover, examples of outside the classroom language learning strategies include listening to music, watching movies, reading novels, and vocabulary exercises (Wahyudin et al., 2021). They may organize their hobby to suit their interests, which makes learning English fun and prevents boredom.

Then, practice; like chitchat with native speakers. Naturally, speaking English fluently requires practice every day if we want to improve. Surely we need an interlocutor who is more eloquent than us, so that if we make a mistake, he can correct it or if with peers can correct each other. This is also one of the big influences so that we can improve speaking in English. Based on their abilities for learning and how they respond to education, students are different from one another (Wahyudin & Rido, 2020).

Lastly, it watches the movie without subtitles. Maybe this is the dream of some people who want to watch English films but without reading subtitles. Because if it can do that, it means that the people have started to master English. And it is also the big achievement in improving the English. After that, read the book with full English. Maybe not only some people like it, but also everyone doesn't like reading. In spite of, it can be a good option for students because they can discover a lot of new vocabulary and to improve their English as well.



Figure 5. Failure in learning English

Based on the question above, 57.7% of people chose many failures in mastering speaking skills as being unconfident. Why is that? Because it is fear that causes many of them to rarely practice their English' speaking skills by talking directly to other people. However, if they have high self-confidence to speak in English, the process will be smoother to get the expected results. If likened to, self-confidence is a key to open the door of doubt that has been a barrier when you are trying to find a way out. In addition, according to respondents, many of the English learners do not have much vocabulary, so they are afraid to communicate using English.

Here are some responses based on respondents:

"I think confident is number one to make you fluency in English, because sometimes people afraid to make a mistake, but they don't realize everyone make a mistake in learning language and from the mistake we can be better again."

"Learning English isn't about education anymore, but lifestyle. As an international language, everyone should at least learn about basic English skills. The hardest part of learning English is the student's confidence that really hard to build. So, it must be a great teacher's responsibility to make it happen."

Furthermore, 19.2% for "They have low motivation in the learning process" it means that motivation is one of the most important things for teachers in the classroom. Because a positive influence will make students more secure, comfortable, and understand in the lessons given. However, if they don't get it will be difficult for them to follow the learning process. Meanwhile, 15.4% of respondents said that teachers used a monotonous teaching style, which is related to the preceding claim that students will lose interest in class more quickly and engage in other activities if they feel uneasy about the way the teacher is simply lecturing. As teachers, it is important for us to have thousands of learning techniques to be more creative and not monotonous.

In spite of the other responses indicates that "they don't like those activities" maybe some students don't like English because it is considered difficult so they are lazy in the lesson. As teachers, we must guide them not to let English become a frightening specter for them. Then, another respondent said that "Because I think motivation is very necessary to affect the learning process for students. Especially in speaking skills, because if we have a great motivation to learn English, it will be much easier to be able to speak English fluently. And every language can be learned, but still if it is from white yourself that determines fluency in language". Then, there is the different response, "Sometimes, the teacher gives a very monotonous learning method so that students are lazy to listen and finally students do not understand what is being conveyed."

Apart from that, according to the respondents, other strategies needed to improve students' speaking skills are to use songs and dictionaries. Because in a song many words will be said with students. So that it can help students to speak English. Likewise with dictionaries, such as the Cambridge online dictionary, students can hear how to pronounce a word correctly and students say the word correctly. According to the respondent, this method is effective in improving students' speaking skills.

In addition, there were other respondents who stated that a suitable strategy for improving students' speaking skills was when students were not allowed in class if there were friends who did not use English, if they sounded not using English, they would be subject to punishment, such as memorizing vocabulary or telling stories using English in front of the class. This means that it can improve students' speaking, because students will continue to be forced by circumstances to be able to speak English. Regarding telling stories using English in front of the class can also improve students'

speaking. Because by telling stories, not only speaking skills are obtained, but improving pronunciation and vocabulary skills as well. Other respondents also agreed with the statement that dialogue with sesame friends is an easy and fast strategy to improve students' speaking skills.

The results of the research confirm O'Malley and Chamot's (1990) statement that more successful (high speaking performance) students frequently employ a broader variety of strategies and apply them in more contexts to aid in the effective completion of language tasks. In contrast, students who perform poorly in speaking activities not only have fewer strategies, but they also frequently employ methods that are inappropriate for the job at hand and do not aid them in successfully completing language tasks. In other words, the development of speaking proficiency was boosted more by the use of efficient language learning techniques.

## **CONCLUSION**

Learning to teach is a difficult process due to the duties and responsibilities that teachers must fulfill, the structure of schools and classrooms, the diversity of students, and the type of pre-service teacher training they receive. Because of good guidance and monitoring from the mentor teachers should all be taken into account in order to better prepare student-teachers to become qualified teachers in the future. In a nutshell being able to talk effectively is one of the most crucial skills we can learn since it enables us to interact with others and convey our feelings. Formal and informal speaking abilities are two categories of speaking abilities. Speaking in front of a large audience or performing in front of a class are examples of formal skills that are similar to speaking in Indonesian. Conversely, conversational abilities are crucial for establishing emotional connections with friends and family. In speaking, students learn how to structure thoughts, put phrases in order, and express words orally while using clear pronunciation and extensive terminology. They must also learn how to convey the language's meaning in accordance with the situation in which they are speaking. After that, the teachers must allow the students to discover who they are by letting them speak in class frequently, converse in English with classmates, and practice a lot. Remember to always encourage students to talk more actively and expand their vocabulary so that they have a wide range of words available to them.

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