

## The Teacher's Strategies in Teaching English Productive Skills

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### ABSTRACT

The purpose of this research is to find out the strategies applied by the English teacher in MAN 01 Kubu Raya. This research also has a purpose to identify how the teacher apply the strategies in the planning phase also in the implementation phase. The research is using descriptive qualitative method with observation and interview to collect the data. The subject of the research is one teacher in MAN 01 Kubu Raya. The research found the strategies that the teacher use is divided into two phase such as planning and implementation. In the planning, the teacher applying the strategies such as identifying situational factors, establishing learning goals, creating feedback and assessment procedures, choosing teaching or learning activities, and integration. In the implementation phase, the teacher used different strategies in teaching speaking and writing. In speaking, the teacher used discussion, simulations and role play, presentation, and question and answer with the addition of summarization, meanwhile, in teaching writing, the teacher used the strategies make a lesson visual, summarization, collaborative learning, modify vocabulary, sentence combining, study of models, and provide comprehensible input. This is showing that the teacher is using strategies in teaching English productive skills. The researcher concluded that the teacher strategy that had been used by one of the teachers at MAN 01 Kubu Raya already existed and the steps used by the teacher when teaching productive skills were very clear and could be found in the lesson plan and in the classroom.

**Keywords:** *Teaching, Teacher's Strategies, Productive Skills*

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### INTRODUCTION

Teaching strategy is an important in a teaching learning process to manage the teaching learning objectives coming into reality. According to Stone et al. (1972) as cited in (Issac, 2010) teaching strategy is a broad plan for a lesson that comprises organization, instructional objectives, and a list of tactics that will be used to put the strategy into action. Other experts such as Silver et al. (2007) state that strategies are different types or styles of plans that teacher use to achieve the goals. This means that if the teacher wants to teaching about productive skills, the teacher should use strategies to teach the classroom to enhance the chance of the teacher reach the goals on his lesson especially in this case is while teaching about productive skills.

The existence of the strategy itself at one of the teachers' teaching processes at MAN 01 Kubu Raya is becoming the phenomena that could be describe by the researcher in the research findings especially because the researcher wants to describing about the teacher's strategies in teaching English productive skills itself.

Productive skills itself are divided into two skills such as speaking skill and writing skill. According to Thornbury (2005), speaking is an important part of the English learning curriculum because it serves as the foundation for the development of other oral skills and is related to listening, while other productive skills such as writing, according to Leki (1996), writing requires a lot of thought, and it is even more difficult if you do not have inspiration or ideas to start with. It means that teaching productive skills does not easy. The role of strategy here is as the tools to help the teacher to reach the goals of the learning process.

The strategies could be implemented step by step is starting from planning lesson plan, interaction in the classroom, also in the assessment. Unfortunately, the assessment part is not included in this research because it is beyond the researcher ability. The theory that the teacher use in creating lesson plan are consist of identifying situational factors, establishing learning goals, creating feedback and assessment procedures, choosing teaching and learning activities, and integration (Fink, 2005). Meanwhile, the step of the strategy continued in the part of implementation which is divided in two parts which is the part of implementation the strategies in teaching speaking also implementation the strategies in teaching writing. In the strategies of teaching speaking, the researcher is choosing the strategies from Kayi (2006) and Harmer (2007), the strategies from Kayi (2006) are consist of discussion, simulations, role play, brainstorming, storytelling, information gap, interviews, story completion, reporting, playing cards, picture describing, find the differences, and picture narrating, while the strategies from Harmer (2007) are acting from a script, communication games, discussion, prepared talks or presentation, questionnaires, and simulation and role play. While in the strategies in teaching writing, the researcher is choosing the strategies from Graham (2007) and Haynes (2010), the strategies from Graham (2007) are summarization, collaborative, specific product goals, word processing, sentence combining, prewriting, inquiry activities, process writing approach, study of models, and writing for content learning, while the strategies in teaching writing from Haynes (2010) are make lesson visual, determine key concept, link new information, provide comprehensible input, modify vocabulary, cooperative learning, and modify testing.

The previous research from Arodjiah (2020) thesis which discusses about teachers' strategies in teaching English speaking skills which provides some information for us that most teachers in SMP Negeri 23 Surakarta have some variation strategies to teach speaking skills such as the way teachers gather information, choose approaches, and so on, which leads to the result that teachers in SMPN 23 Surakarta have various strategies such as identify and establish specifications and qualifications for the expected changes in behaviour and personality of students, using student centred approach to teach, the third is determining procedures, methods, and techniques in teaching for every teachers at SMPN 23 Pontianak, and the last is the teacher establishing norms and minimum limits of success or criteria and standards of success as one of their strategy to teach. Another previous

research is from the article of Pratiwi (2019) thesis which discusses the teacher's strategy in teaching English writing skills which gives us information about the teacher's strategy in teaching writing, the result of the study itself is that the researcher has found several strategies that have been used by teachers at SMK Muhammadiyah 01 Sukoharjo such as providing comprehensible input, using visual aids, using cooperative learning, and giving writing assignments. The findings of the previous researches above is from one skills and give the researcher a gap about the instrument that the researcher use. The research was conducted to cover two parts of the productive skills and this can show the difference in data that will be obtained by researchers with previous studies.

The present researcher conducted descriptive qualitative research to find the teacher's strategies in teaching English productive skills. The study focused on the teacher's strategies that has used by the teacher in the classroom at MAN 01 Kubu Raya.

## **METHOD**

The present research is a descriptive qualitative study with a research design involving observation and interview as the items to collect the data. According to Ary et al. (2010, p. 29) "Qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables". It means that the researcher needs to describing the phenomena by the fact that the phenomena is happen in the field of the research. The data has covered by the researcher from doing an interview and later conduct the observation in the classroom.

The subject of this research is one of the teachers at MAN 01 Kubu Raya. The criteria to choose the researcher is coming from that school and ever be taught by the teacher, the researcher seek to understands the teacher's strategy in teaching the class.

The instrument of the research itself is consist of observation checklist and interview guidelines. The data collection process should be done one by one by the researcher in case to give the researcher a clear result later in findings. The research method should be applied clearly by the researcher because the result of the findings should become easy to comprehend by the reader and give the reader an experience that the researcher feels in the field of research.

### **Observation**

Observation is the activity of the researcher that observe the teacher while the teacher is teaching at the class. Observation stages in here is the activity that researcher needs to do step by step and for the first step is the researcher is observing the teacher when the teacher taught the class from the beginning until the end of the classroom activity.

### **Interview**

Sugiyono (2008), stated that interview is a meeting of two persons to exchange information and idea through and responses, resulting in communication and joint construction of meaning about a particular topic. Simply put, interview is an activity that

has conducted by the researcher to exchange an information about the topic of the research with the teacher.

### Observation Checklist

In observation checklist, researcher was conducted the observation with the strategies in the classroom with some addition of information to make the observation clear. For example, it is the opening of the lesson, the strategies practice in the lesson, until the end of the lesson in the classroom. It is having a purpose to find out the strategies that the teacher uses and to find out the process of applying the strategies in the classroom.

### Interview Guidelines

Interview guidelines is a tool that can help the researcher to make sure the researcher about the results of the observations by asking the teacher again after the learning activities regarding the strategies that have been used and the steps for applying them. The interview guidelines can be defined as the question that having a purpose to clarifying about some topic, in this case is the teacher's strategies in teaching the productive skills. For example, it is like the question of what strategies that you (teacher) use in the classroom? how did you (teacher) apply it? Etc.

### Data Analysis

The data analysis itself is using the qualitative data analysis framework proposed by Miles and Hubberman (1994) which is a comprehensive process based on order and sequence in describing the analysis among social phenomenas, especially in descriptive study. The data analysis from Miles and Huberman is consist of data reduction, data display, and conclusion drawing/verification.

## FINDING AND DISCUSSION

From the data collection, the researcher find that the teacher is using various type of strategies start from planning the lesson plan until the implementation of the strategies in each skills which are in speaking skills and writing skills in the classroom section. The data has shown that the teacher is using identifying situational factors, followed by establishing learning goals, creating feedback and assessment procedures, choosing teaching or learning activities, and integrating the lesson in the planning section also the teacher is using same lesson plan in teaching two of the classroom which are XI MIPA 2 and XI IPS 2.

**Table 1. Teacher's Strategies in Creating Lesson Plan**

Planning	Strategies	Check
Lesson Plan	a. Identifying Situational factors	√
	b. Establishing Learning Goals	√
	c. Creating Feedback and Assessment Procedures	√
	d. Choosing Teaching or Learning Activities	√
	e. Integration	√

Meanwhile in implementation section of speaking, the teacher is used discussion as one of the strategies that he has used. From the observation, the teacher is applying the discussion strategies to creating a group of students to create some tasks. The tasks will be done together by the students in order to increase their ability to speak. Second is simulation and role play. The teacher applies the simulation and role play strategies by grouping the students into two or more groups. Later, the teacher lets the students have a conversation based on the book, and the students may do some improvisation by themselves. The third is presentation. The teacher applies presentation by letting the students present their results in doing the task in front of the classroom. Then the last is question and answer, which the teacher mentions as one of the good strategies in teaching speaking because the teacher can ask the students some items and the students will answer with English in order to find the level of the students in speaking. So on with the way to apply the strategies, the teacher applied the question-and-answer strategies by asking some questions to the students orally, and the students answered with the oral form of answer. In addition, the researcher also found that the teacher was also using summarization strategies in teaching speaking. The way the teacher applied the strategy was by giving the students an opportunity to summarize the lesson at the end of the lesson orally. However, the game strategy did not get mentioned on the table while teaching the classroom. In the interview, the teacher mentions that all of those strategies are usually used by the teacher while teaching the classroom.

**Table 2. Teacher's Strategies in Teaching Speaking Skill at XI MIPA 2**

Implementation	Strategies	Check
<b>Strategy in Teaching Speaking</b>	a. Discussion	√
	b. Simulation and Role Play	√
	c. Games	×
	d. Presentation	√
	e. Question and Answer	√
	f. Summarization	√

**Table 3. Teacher's Strategies in Teaching Speaking Skill at XI IPS 2**

Implementation	Strategies	Check
<b>Strategy in Teaching Speaking</b>	a. Discussion	√
	b. Simulation and Role Play	√
	c. Games	×
	d. Presentation	√
	e. Question and Answer	√
	f. Summarization	√

In teaching writing, the teacher is using making lesson visual, summarization, collaborative learning, modify vocabulary, sentence combining, study of models, also

provide comprehensible input strategies while in teaching writing skill at both of XI MIPA 2 and XI IPS 2 classroom. The way the teacher applied the strategies are the first one is making a lesson visual strategy that has mentioned by the researcher, the teacher applied the strategy by giving the picture to the students through the WhatsApp group and letting the students to figuring out the picture also the students need to write the condition on the picture. The next one is summarizing, the teacher response in the interview section is showing that the teacher is use it in the classroom, the researcher found that the teacher is applied the summarizing strategy by letting the students summarizing the lesson by writing the summarization by themselves. The third is collaborative learning that the teacher did not mention on the interview, the researcher found that the teacher is applied collaborative learning by letting the students to figuring out some sentences by themselves and later write it and practice it. The fourth is modify vocabulary and sentence combining which, according to teacher responses, teachers usually teach together because of the continuity between the two strategies. The way the teacher applied the modify vocabulary and sentence combining is with modify some vocabulary that is difficult to understand by the students and later create it into some sentences and later combine the one sentence to the other sentence that look like make sense to combine. The fifth is study of model's strategy that the teacher was applied by giving the students a time to understand the lesson by themselves, if the students did not really understand about the material, the teacher will interfered the students time to learn in case to giving the students some suggestion. The sixth is provide comprehensible input, although the teacher did not respond to the interview section, the researcher found that the teacher applied this strategy by giving an explanation to the students slowly and used gestures to increase the students' understanding which means that the teacher is providing comprehensible input. The teacher is consistent to using the same strategies while teaching both of the classroom.

**Table 4. Teacher's Strategies in Teaching Writing Skill at XI MIPA 2**

<b>Implementation</b>	<b>Strategies</b>	<b>Check</b>
<b>Strategy in Teaching Writing</b>	a. Make Lesson Visual	√
	b. Summarization	√
	c. Collaborative Learning	√
	d. Modify Vocabulary	√
	e. Sentence Combining	√
	f. Study of Models	√
	g. Provide Comprehensible Input	√

**Table 5. Teacher's Strategies in Teaching Writing Skill at XI IPS 2**

<b>Implementation</b>	<b>Strategies</b>	<b>Check</b>
<b>Strategy in Teaching Writing</b>	a. Make Lesson Visual	√
	b. Summarization	√
	c. Collaborative Learning	√
	d. Modify Vocabulary	√
	e. Sentence Combining	√
	f. Study of Models	√
	g. Provide Comprehensible Input	√

## **DISCUSSION**

As shown above, the teacher is using variety strategies to teach the classroom. We can see that from the findings above, the teacher used different strategies in each phase which lead to the goals to gave the students an ability to mastery the skills that the teacher means to teach. The strategies itself is starting from planning and finish by implementing it in the classroom. In the planning part, we can see that the strategies itself is consist of identifying situational factors, establishing learning goals, creating feedback and assessment procedures, choosing teaching or learning activities, and integrating the lesson. This is suitable with the Fink's (2005) theory that the strategies that the teacher use is suitable with the theory of Fink.

Meanwhile, in the implementation, the strategies are divided into two group of strategies to teach every skills. In speaking, the strategies that the teacher used in both of the classroom of XI MIPA 2 and XI IPS 2 are discussion, simulation, role play, presentation, and question and answer strategies and it is suitable with the theories from Kayi (2006) and Harmer (2007). Meanwhile the strategies that the teacher use to teach writing skills in both in the XI MIPA 2 and XI IPS 2 classroom are making lesson visual, summarization, collaborative learning, modify vocabulary, sentence combining, study of models, also provide comprehensible input strategies and this is suitable with the theory from Graham (2007) and Haynes (2010).

The result above show that the teacher is using strategies while teaching even from the start of planning in creating lesson plan until the implementation in the actual classroom. The steps also really clear that the teacher is starting from lesson plan that steps by steps has done by the teacher and continued in the classroom to implement the lesson plan with the strategies that the teacher usually use.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Based on the findings of interviews and observations made of one of the instructors at the school by researchers at MAN 01 Kubu Raya. The researcher came to the

conclusion that the teacher strategies employed by one of the teachers at MAN 01 Kubu Raya was already in use, and the measures taken by the teacher to teach productive skills were extremely obvious and could be found in the lesson plan and in the classroom. The teacher is meet the requirements of the strategy which is the steps that use to achieve the goals that has determined by the teacher. The phase of the strategies to be implemented itself are really clear from the planning part until the implementation part.

### **Suggestion**

In reference to the findings, the following suggestions are presented. They are as follows: For the teacher, he needs to be consistent in the future to apply the strategies in the classroom, for the students, they are should be more cooperative when the lesson is starts, and for the further research, the further research hopefully could create a variety type of research like this.

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