

STRATEGIES TO STUDENTS' ACTIVENESS IN TEACHING SPEAKING

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Abstract

The aims of this research were divided into two parts, (1) to describe strategies to students' activeness in teaching speaking and (2) to explain students activeness to the speaking teaching strategies. This research used descriptive qualitative. The findings showed that there were eight strategies to students' activeness in teaching speaking, including Cooperative Learning Strategies, Active Learning Strategy, Providing Students with Feedback, Role Play, Plenty of Practice, Problem - Based Learning Strategy (SPBM), Questioning to Check for Understanding, and Storytelling. Meanwhile, there were fifteen students' activeness in teaching speaking, including students pay attention to the book, students speak actively during learning, students express their opinions, students ask questions about material they have not yet understood, students interact in discussion activities, students pay attention when the teacher explains the material, students take notes on the material presented by the teacher, students do the assignments given by the teacher, students raising their hands before asking, students respond to the teacher by answering questions and conveying their ideas, students think critically in solving problem, students search for and utilize every learning resource, students are interested in the teacher's delivery of material, students are eager to learn, and students effort to create a conducive learning atmosphere.

Keywords: Teacher Strategies; Students' Activeness; Teaching Speaking

INTRODUCTION

Speaking is a skill that must be taught in English language teaching, and needs to be mastered well by students. The need for a teacher's strategy in teaching speaking can make learning successful and achieve teaching and learning goals. (Razi, Muslem, & Fitriasia, 2021), explain that a teaching strategy is a series that is planned and organized by the teacher and implemented in activities that include the use of methods and the utilization of various sources or strengths in a lesson. Strategies are designed to achieve specific learning goals. Teaching strategies are very important because they can determine the success of the learning process. The teacher's strategy must be interesting and able to attract students' attention, and can also overcome students' difficulties in speaking. The aim of teaching speaking is to equip students with the ability to express the target language to address basic interactive skills. So, to have good speaking, teachers need to provide strategies so that students have good speaking skills and so that students can be active in learning activities in class.

According to (Anjaniputra, 2013), remembering that teacher strategies are important for achieving learning goals, which influence teaching and learning conditions, and speaking skills are usually a sign of successful language learning. Through teachers' strategies in teaching speaking, students can express their ideas in oral form and it may help them convey their opinions to others. The strategies used to achieve speaking skills are focused on spoken language production. In addition, English language skills teaching strategies must be adapted to each skill in order to achieve the expected results. Regarding speaking teaching strategies, teachers can use different teaching strategies to achieve learning goals and objectives. The

teacher's role is to provide effective plans or strategies in meeting students' educational needs, the general aim of which is to communicate using the language being studied. This implies that teachers are responsible for making students speak English by using appropriate speaking teaching strategies.

Good teaching strategies make the teaching process easier and students can easily understand learning, so they can achieve teaching and learning goals. There are many choices of strategies that a teacher can use when teaching, learning is more interesting for students so teachers must be active and creative in choosing teaching strategies that are better and more efficient for students so that teachers can control the class well and actively.

Activeness is very necessary for students to be successful in learning English, especially speaking. The more active students are, the more trained they will be in applying these language skills through speaking. For this reason, the strategies used by teachers in teaching speaking to arouse student activeness are very varied and these strategies are very popular with students. One of them is using a contextual learning strategy, where in the learning process the teacher connects the learning material taught with students' daily lives, so that it can encourage students to connect the knowledge they have with its application in real life.

It is interesting to examine the strategies to increase student activeness in teaching speaking, because teaching strategies can influence the quality and abilities of students. Therefore, teaching strategies are the basis of teaching for teachers. That is why research on teaching strategies can be a reference for schools in order to develop and to improve school quality.

METHOD

This study uses qualitative methods, in the form of explanations or descriptions. According to (Pranita, 2018), qualitative research is conducted through an intense and / or prolonged contact with a field or life situation. These situations are typically or normal ones reflective of the every life of individuals, groups, societies and organizations, therefore, this study uses descriptive qualitative research in order to make the result clear on the classification. Therefore, this research was conducted to find out the strategies used by the teachers to students' activeness in teaching speaking. The goal is to arrive at a detailed description and understanding of the strategies used by the teachers to students' activeness in teaching speaking for eleventh grade students of MAN Sukoharjo in academic year of 2023/2024.

RESULTS AND DISCUSSION

Results

In this part, the aims of the research findings are to answer and to explain the research problems namely: 1) describing strategies to students activeness in teaching speaking, 2) Explaining students' activeness towards the speaking teaching strategies. The subjects were two eleventh grade English teachers at MAN Sukoharjo academic year of 2023/2024.

The results found by observations and interviews regarding the strategies in teaching speaking at MAN Sukoharjo, there are eight (8) speaking learning strategies, namely Cooperative Learning Strategies, Active Learning Strategy, Providing Students with Feedback, Role Play, Plenty of Practice, Strategy Problem-Based Learning (SPBM), Questioning to Check for Understanding, and Storytelling, which refers to the theories of Masitoh cited in (Fanshuri, 2019) and Killian & Kayi cited in (Angraeni, 2020).

Apart from that, the results found by observations and interviews regarding student activity, there are 15 types of student activity, namely Students pay attention/listen to the book, Students speak actively during learning, Students express their opinions or provide information, Students

ask questions about their material. have not yet understood, Students interact in discussion activities, Students pay attention when the teacher explains the material, Students take notes on the material presented by the teacher, Students do the assignments given by the teacher, Students raise their hands before asking, Students respond to the teacher by answering questions from the teacher and other students and conveying their ideas, Students think critically in solving problems during learning, Students search for and utilize every learning resource that is available and considered relevant to learning, Students are interested in the teacher's delivery of material, Students are eager to learn, and There are student efforts to create a conducive learning atmosphere which refers to (Molebu, 2021).

1. Strategies to Students' Activeness in Teaching Speaking

The approaches, methods and strategies used by the teachers to students' activeness in teaching speaking during learning are as follows:

A. Approach

1) Cooperative Language Learning

Based on the results of researchers' observations on January 15th and 24th, 2024, in classes XI-F5 and XI-F1 by T1, English speaking teaching and learning activities are carried out with a focus on discussion groups. Where during the observation, the teacher gave the task of making an outline about the national environment. Each student determines the chosen national environmental figure and then identifies the name, place of birth date, educational background, work, and appreciations of that figure.

2) Communicative Language Teaching

Based on the results of the researcher's observations on January 18th and 29th, 2024, in classes XI-F8 and XI-F7 by T2, English speaking teaching and learning activities are carried out by emphasizing communication as the main goal of learning where the teacher interacts with students communicatively. Where during the observation, the teacher explains the Environmental Story learning material by providing descriptions with examples and inviting students to communicate, so that students pay close attention and answer or respond when the teacher asks students questions.

B. Methods

1) Direct Method

Based on the results of researchers' observations on January 15th and 30th, 2024, in classes XI-F5 and XI-F3 by T1, English speaking teaching and learning activities are carried out with the teacher presenting English learning material directly as the language of instruction. Where during the observation, the teacher used English for greetings, commands, and explaining material about the environment. So it can train students' understanding of English and increase students' speaking skills.

2) Grammar Translation Method

Based on the results of the researcher's observations on January 18th, and 29th, 2024, in classes XI-F8 and XI-F7 by T2, English speaking teaching and learning activities are carried out with a focus on teachers and students in translating English sentences and texts into Indonesian. Where during the observation, the teacher asks students to pay attention to the text about the Environmental Story, then the teacher asks students to

C. Strategies

1) Cooperative Learning Strategies

Based on the results of the researcher's observations on January 15th, 2024, in class XI-F5 by T1, English speaking teaching and learning activities are carried out with the teacher forming several students into a group. During the observation, the teacher

gives assignments to students by forming students into several groups. The task given is to create a text about a character by making points based on the National Environment theme which includes identifying birth of date place, occupations, work, and appreciation. There are five groups in one class. By forming these groups, it is hoped that students can discuss actively with other students. Even though it has the same theme, each student takes a different character from the other students. The results of each student's work will be presented to the teacher orally and without reading the text. So that each student is expected to master what they write well.

2) Active Learning Strategies

Based on the results of the researcher's observations on January 30th, and February 2nd, 2024, in class XI-F3 by T1, English speaking teaching and learning activities are carried out with a focus on active students. Where during the observation, the teacher gives assignments to students to convey their favorite national environmental figures that have been identified. Students who actively move forward and are self-confident and who deliver well will get the best scores. Students must discover and solve problems on their own, find examples, test their skills in the form of independent practice or preparation before coming to the front of the class, and carry out the learning tasks they need to complete. Learning materials and discussions are shared via WhatsApp group, so students have to study independently. Apart from that, in the assignment correction system, students are also asked to correct other students' work in shifts and circles, where the answer key has been shared in the WhatsApp group along with the assessment system for students who assess it. In the event that the teacher does not allow students to assess themselves, students who have already assessed other students' work must check again first to ensure the appropriateness of the grades. After that, the teacher also asked the students to form groups of female and male students to present each other by asking and answering the practice questions they had worked on.

3) Providing Students with Feedback

Based on the results of researchers' observations on January 15th, and January 24th, 2024, in classes XI-F5 and XI-F1 by T1, English speaking teaching and learning activities are carried out with reference to student learning outcomes, namely the teacher provides feedback to students. Where during the observation, the teacher provides feedback to the students with the aim of providing information regarding the students' learning progress and level of understanding. This was obtained from the assignment carried out by students, namely outline speaking on the theme of National Environment which includes identifying birth of date place, occupations, work, and appreciation. The teacher reviews or justifies the assignments carried out by students. With these results, teachers can provide feedback in the form of improvements so that students' understanding increases.

4) Role Play

Based on the results of researchers' observations on January 26th and 30th, 2024, in classes XI-F4 and XI-F3 by T1, English speaking teaching and learning activities are carried out by the teacher assigning students to each play one character in the material or event which is expressed orally in the form of a simple story. Where during the observation, the teacher asks students to verbally convey one of the Favorite National Environment Figures. In classes XI-F4 and XI-F3 the teacher asks each student to convey verbally regarding one of the Favorite National Environment Figure figures, which has been previously identified in an outline which includes name, place of birth date, educational background, work, and appreciations of the figure chosen by each student. When presenting the Favorite National Environment Figure, each

student's work is different from the other students because each has determined their own choice which has been chosen by delivering it orally without looking at the text and taking turns. Students are required to convey each point from their identification briefly to support of the keyword, not memorize the whole presentation. While waiting for a student's turn to speak, other students are also given assignments by the teacher which must be done on the student worksheet. From here, students can come up with various ideas, can develop children's cognition through creativity, think critically to solve problems or have other social skills.

5) Plenty of Practice

Based on the results of the researcher's observations on February 12th, 2024 in class XI-F2 by T1, English speaking teaching and learning activities are carried out with the teacher assigning oral practice to students with the aim of checking students' understanding. Where during the observation, the teacher asked students to convey orally material about Risk Management: How to Minimize Financial Risk. The teacher asks each student to convey orally related to one of the products or businesses in Risk Management: How to Minimize Financial Risk, which was previously identified in the outline which includes Have a Strong Financial Foundation, Have an Accountability Partner, Educate Yourself, and Diversify Your Investments. When delivering Risk Management: How to Minimize Financial Risk, each student's work is different from other students because each has determined their own choices which have been chosen by conveying them orally without looking at the text and taking turns. Students are required to convey each point from their identification briefly to support of the keyword, not memorize the whole presentation. While waiting for a student's turn to speak, other students are also given assignments by the teacher which must be done on the student worksheet. From here, students can improve communication in English, build self-confidence, think creatively, improve students' abilities and level of knowledge, attitudes and personalities because it is done directly with the teacher.

6) Strategy Problem-Based Learning (SPBM)

Based on the results of the researcher's observations on January 18th and 29th, 2024, in classes XI-F8 and XI-F7, and during pre-research the researcher's observations on October 10th, 2023, in class XI-F8 by T2, English speaking teaching and learning activities are carried out with the teacher emphasizing the problem solving process for students. Where during the observation took place in class XI-F8, when the teacher explains material about "Environmental Story: Nadine and Candra Winata" the teacher gives the word "Nature Word" so that students must be able to look for anything that is a nature word. For example "Rivers, trees, livelihoods and preserving ecosystems". Next, the teacher also asks students to solve the problem of Task 2 "Dialogue: Zain and Harry" in the student worksheet book, namely providing conclusions from the dialogue in their own correct language, only one sentence, and done independently so that the answers are varied to what that each student already knows. Once finished, students must read the results of their work one by one. Then, the teacher explains problems in everyday life again, so that students are asked to find the right solution, then it is the teacher's turn to provide additional solutions.

7) Questioning to Check for Understanding

Based on the results of the researcher's observations on October 31st, 2023, in class XI-F7 by T2, English speaking teaching and learning activities are carried out with the teacher asking questions to check students' understanding orally. Where during the observation, the teacher asked two students to come forward to read the conversational dialogue they had created about daily activities but still related to the

descriptive text material. When the students have finished reading the dialogue, the two students (in one group) are asked by the teacher about what the conversation dialogue was about and the meaning of each word in the conversation sentence. With the aim of finding out which ones are smooth or less smooth. Students read by paying attention to the punctuation, whether the reading tone rises or not. Students are also expected to read with focus. If there is a mistake the teacher also corrects the words.

8) Storytelling

Based on the results of the researcher's observations on January 18th and 29th, 2024, in classes XI-F8 and XI-F7, and during pre-research the researcher's observations on October 10th, 2023, in class XI-F8 by T2, English speaking teaching and learning activities are carried out by telling stories between the teacher and students. Where when the observation took place in classes XI-F8 and XI-F7, the teacher gave an Environmental Story about environmental figures, namely Nadine, Candra Winata, and Mbah Sadiman. Apart from that, the teacher also tells stories about daily life in accordance with environmental themes related to conditions and phenomena in the surrounding environment. Also during pre-research observations in class XI-F8, the teacher gave examples of stories from Descriptive Text material about animals, for example the Prophet's cat. Apart from that, the teacher also talked about daily learning regarding guidance. So the teacher invites students to remember life. Through this strategy, the teacher tells a story that is still related to the material. Then teacher ask the student to tell stories by reading stories about Environmental Story environmental figures in the student worksheet books. This strategy aims to increase vocabulary, improve students' language skills, foster students' creativity to imagine and provide new ideas.

2. Students Activeness to the Speaking Teaching Strategies

Students' activeness to the strategies used by the teachers in teaching speaking during the lesson is shown by the following indicators and characteristics:

A. Visual Activities

Based on the results of the researcher's observations on January 18th and 29th, 2024, in classes XI-F8 and XI-F7 by T2, students focus on paying attention to the material in the book. When the observation took place in classes XI-F8 and XI-F7, students focused on listening to the material in the book about Environmental Story. Meanwhile, during pre-research observations in class XI-F8, students focused on listening to material in books about Descriptive Text. With students' skills in paying attention and listening to books, students can understand what they read.

B. Oral Activities

1) Students speak actively during learning

Based on the results of the researcher's observations on January 18th 2024 in class XI-F8 and during pre-research the researcher's observations on October 10th, 2023, in class XI-F8 also by T2, students are very active during the learning process. So in learning activities there needs to be student activity, so that learning is successful and of high quality.

2) Students express their opinions or provide information

Based on the results of researchers' observations on January 18th and 29th, 2024, in classes XI-F8 and XI-F7, and during the pre-research observation by the researcher on October 10 2023 in class XI-F8 also by T2, students actively express and give their opinions during the learning process. Where during observations taking place in class XI-F8, students expressed their opinions in providing examples of environmental descriptions in the Environmental Story chapter. As a result of

observations in class XI-F7, students also expressed their opinions in giving examples of phenomena around them in the same chapter, namely Environmental Story.

- 3) Students ask questions about material they have not yet understood.

Based on the results of the researcher's observations on January 18th, 2024, in class XI-F8, as well as during pre-research researcher observations on October 31st, 2023, in class XI-F7 also by T2, students actively ask questions when students do not understand the learning material. During the observation in class XI-F8, students actively asked about examples of life related to the surrounding environment in the Environmental Story chapter.

- 4) Students interact in discussion activities

Based on the results of the researcher's observations on January 15th, 2024, in class XI-F5 by T1, students actively interact with each other when discussing with their discussion group friends. Where during the observation, the teacher asked student to form five groups to determine the Favorite National Environment Figure, then the teacher also asked students to identify it too, but each student was different from other students even though they were together in one group. The purpose of forming this group is so that students are not confused, bored,

C. Listening Activities

Based on the results of researchers' observations on January 15th and 30th, 2024, in classes XI-F5 and XI-F3 by T1, students actively pay attention when the teacher explains material about the National Environment. During the observation, students try to pay attention to the teacher's explanation of the material so that they can easily understand what the teacher is saying. By always paying attention when the teacher explains the material, students will more easily absorb information, be more focused and easier to receive and grasp the learning material provided by the teacher, so that students' thinking abilities and knowledge will also increase.

D. Writing Activities

- 1) Students take notes on the material presented by the teacher.

Based on the results of researchers' observations on January 18th and 29th, 2024, in classes XI-F8 and XI-F7, and during the pre-research observation by the researcher on October 10th, 2023, in class XI-F8 by T2, students are active in note-taking activities. During the observation and during pre-research observation, students recorded what the teacher said regarding the material being explained, namely about Environmental Stories and Descriptive Text. Apart from that, students also note down the meaning of English vocabulary into Indonesian, which the teacher instructs them to note in books or around the text. By taking notes, students can look back at the material they have recorded and use it to recall what they may have forgotten. Taking notes can improve students' memory, making it easier to remember important information.

- 2) Students do the assignments given by the teacher

Based on the results of the researcher's observations on February 2nd and 12th, 2024, in classes XI-F3 and XI-F2 by T1, students actively carry out assignments from the teacher. Where when the observation took place in class XI-F3, the teacher asked students to do an activity essay assignment, true or false, and a writing assignment in the National Environment chapter. Meanwhile in class XI-F2, the teacher asks students to do the digital wallet, financial bank, and online purchase exercise assignments in the Risk Management: How to Minimize Financial Risk chapter. By doing assignments, students can apply the knowledge they have acquired and ensure that they have understood the learning material well and correctly.

E. Motor Activities

Based on the results of the researcher's observations on January 18th and 29th, 2024, in classes XI-F8 and XI-F7, and during pre-research the researcher's observations on October 10th and 31st, 2023, in classes XI-F8 and XI-F7 by T2, students actively raise their hands before submitting themselves to the front of the class or reading the text. When observations took place in classes XI-F8 and XI-F7 and also during pre-research observations in class XI-F8, students volunteered to read a text by raising their hands first. The text is about Environmental Story and Descriptive Text.

F. Mental Activities

1) Students respond to the teacher by answering questions from the teacher and other students and conveying their ideas

Based on the results of the researcher's observations on January 15th and 30th, 2024, in classes XI-F5 and XI-F3, also on February 2nd, 2024, in class XI-F3 by T1, students actively respond to the teacher when the teacher asks questions. Where during the observation the teacher greeted the students in English, then the students responded to the teacher using English too. Apart from that, students also actively answered questions from teachers related to National Environment material. From this it can be seen that teachers using English in greetings can help students develop their speaking skills. Apart from that, responsive students can form good character within themselves.

2) Students think critically in solving problems during learning

Based on the results of researcher observations on January 18th and 29th, 2024, in classes XI-F8 and XI-F7 by T2, students actively think critically in solving problems during learning. When observations took place in classes XI-F8 and XI-F7, students actively thought critically in solving a problem. The results of observations in class XI-F8, the teacher raised the theme of the environment, students were active in solving problems in the surrounding environment related to activities in daily life. For example, in daily life in the village, it is about air pollution. Burn rubbish in the morning. The solution is to burn rubbish in the afternoon so that it doesn't interfere with morning activities. For example, when you dry your clothes in the morning, if they are exposed to pollution, the clothes will smell bad, and what was previously fragrant will become smelly.

3) Students search for and utilize every learning resource that is available and considered relevant to learning

Based on the results of the researcher's observations on January 30th and February 2nd, 2024, in class XI-F3 by T1, students utilize existing learning resources and are appropriate to learning. Where during the observation, students are allowed by the teacher to explore the internet as a source for finding information about Favorite National Environment. However, it also comes from books. Apart from that, at the next meeting, when the teacher gives assignments and corrects assignments, the teacher provides a discussion in the WhatsApp group. So that students can actively listen to the discussion and understand the explanation independently. Whatsapp groups are also used to check attendance, including assessments and announcements. From here, it can be seen that the use of cellphones in learning can be used flexibly and makes it easier for students to search for various learning resources anywhere via the internet.

G. Emotional Activities

1) Students are interested in the teacher's delivery of material

Based on the results of the researcher's observations on January 30th and February 2nd, 2024, in class XI-F3 by T1, students are very interested and enthusiastic while

studying. When the observation took place, students were interested and enthusiastic during the lesson, because of the way the teacher attracted students' attention through interesting learning with strategies that focused on student activity. From this it can be seen that the teacher's way of delivering learning material is fun, easy to understand and fun. So that it makes students enthusiastically interested and always active during learning.

2) Students are eager to learn

Based on the results of the researcher's observations on January 30th and February 2nd, 2024, in class XI-F3 by T1, students are enthusiastic while studying. During the observation, students were very enthusiastic about receiving lessons from the teacher. Students also come to the front of the class to speak about the Favorite National Invention they have identified. Before moving forward, students are also eager to practice first in their respective seats so that their speaking results can be maximized. In the next observation, during the lesson the teacher also joked around. So students don't get bored while studying. During the presentation of students' work, there were questions and answers regarding the questions they had worked on, students were also enthusiastic about coming to the front of the class and having fun answering each other. From this it can be seen that active students will have a drive within themselves to always learn and be enthusiastic about receiving learning material.

3) There are student efforts to create a conducive learning atmosphere

Based on the results of researchers' observations on January 30th, February 2nd and 12th, 2024, in classes XI-F3 and XI-F2 by T1, students try to create a conducive learning atmosphere. Where during the observation, the students were very calm while the teacher explained the lesson material about Favorite National Environment and Risk Management: How to Minimize Financial Risk. All students focus on the material, so that comfort is created in the classroom because learning is not disturbed by anything. When the teacher asks students to come forward to speak in each of the materials, students are very conducive to waiting their turn. Because the teacher instructed the students while waiting for a friend to advance in speaking, the other students did the practice questions on the student worksheet. From this it can be seen that creating a conducive classroom atmosphere is based on good classroom management skills. Apart from that, the teacher's ability to condition students in the classroom is also an important factor in creating a comfortable situation in the classroom.

Discussion

Based on the research findings, the researcher discussed the findings which have been made and obtained using data collection techniques, namely through observation and interview. The discussion contains strategies used by the teachers to students' activeness in teaching speaking and how students activeness to the strategies used by the teachers in the learning process in class eleven grade students at MAN Sukoharjo academic year of 2023/2024. The research discussion is as follows:

1. Strategies to Students' Activeness in Teaching Speaking

The first approach applied by the T1 is Cooperative Language Learning. Teachers often use a cooperative approach when the teacher asks students to form a group. Because students are required to be able to understand what they are learning, not just to listen to the teacher's explanation, but also to be able to exchange information with their group. It is also linked to

the theory of (Richard & Rodgers, 2001), that cooperative learning is a teaching approach that makes maximum use of cooperative activities that involve students in groups in the classroom. Group learning activities are organized in such a way that learning depends on the socially structured exchange of information between students in the group and where each student is responsible for his or her own learning and is motivated to enhance the learning of others. The second approach applied by the T2 is Communicative Language Teaching (CLT). Teachers emphasize communication as the main goal of learning when the teachers interact with students communicatively. The teacher actively explains the material until students understand and asks questions and answers to students so that students want to listen and pay attention. It is also linked to the theory of (Richard & Rodgers, 2001), that Communicative Language Teaching (CLT) is a language teaching approach that emphasizes interaction and communication as the means and ultimate goal of learning. In this approach, students focus on language learning by having real social interactions.

The first method applied by the T1 is The Direct Method. The teacher presents English learning material directly as the language of instruction. Both in the form of greetings, orders, and when explaining material. So that it can train students' understanding and increase their English speaking skills. It is also linked to the theory of (Richard & Rodgers, 2001), that the Direct Method is a way of presenting foreign language learning material that is directly used by the teacher as the language of instruction. The second method applied by the T2 is The Grammar- Translation Method. The teacher presents an English reading text, then asks students to interpret the English text into Indonesian. Translating takes turns, if there is difficult or new vocabulary, the teacher will tell the meaning and explain the meaning of the word or sentence in question together. It is also linked to the theory of (Richard & Rodgers, 2001), that The Grammar-Translation Method is a way of studying a language that approaches the language first through analyzing grammatical rules in translating sentences and texts.

The first strategies applied by the T1 and T2 are Cooperative Learning Strategies. The teacher gives assignments to students by forming students into several groups. So it is hoped that students can discuss actively with other students. It is also linked to the theory of Masitoh cited in (Fanshuri, 2019), that Cooperative Learning Strategies is a series of learning where students with different abilities work in small groups to achieve predetermined learning goals. The second strategy applied by the T1 is Active Learning Strategy. Teachers emphasize students to always be active. Students complete assignments given by the teacher, apart from that students also find and solve their own problems with examples. Where students can study independently from discussion material shared via WhatsApp group. After that, students test their skills in the form of independent speaking practice and then come to the front of the class actively. It is also linked to the theory of Masitoh cited in (Fanshuri, 2019), that in Active Learning Strategy it is the students who carry out the learning activities. They must discover and solve problems on their own, find examples, test their skills, and perform the learning tasks they need to complete.

The third strategies applied by the T1 and T2 are Providing Students with Feedback. T1 reviews or justifies the assignments carried out by students. With these results, teachers can provide feedback in the form of improvements so that students' understanding increases. Meanwhile, T2 also provides feedback to students if there are errors when speaking, be it pronunciation or intonation errors. Then the teacher confirms by providing input so that they can increase their confidence, accuracy and fluency. It is also linked to the theory of Killian cited in (Angraeni, 2020), that providing feedback means knowing how students perform a

particular task and how they can improve. The fourth strategy applied by the T1 and T2 is Role Play. T1 assigned students to each play one character in the material or event which is expressed orally in the form of a simple story. Students are required to convey concisely the support of the keyword. Meanwhile, T2 asked students to act out each character in a conversational dialogue. It is also linked to the theory of Kayi cited in (Angraeni, 2020), that students pretend to be in different social situations and take on different social roles.

The fifth strategies applied by the T1 and T2 are Plenty of Practice. T1 assigned students oral practice with the aim of checking student understanding. Each student's work is different from other students because each has made a choice regarding the theme that has been chosen by presenting it orally without looking at the text and taking turns. Students are required to convey each point from their identification briefly to support of the keyword, not memorize the whole presentation. Meanwhile, T2 asks students to practice reading dialogues and also verbally concluding the meaning of a conversational dialogue in their own language. It is also linked to the theory of Killian cited in (Angraeni, 2020), that Practice helps students retain the knowledge and skills they learn while providing another opportunity to check their understanding. The sixth strategy applied by the T2 is Strategy Problem- Based Learning (SPBM). Teachers emphasize the problem solving process for students. Where it explains problems in everyday life, so that students are asked to find the right solution and then it is the teacher's turn to provide additional solutions. Teachers also ask students to observe phenomena around them or in everyday life, then students are expected to describe phenomena or conditions in the environment by providing descriptions, identification, characteristics, conclusions, and relevant examples and reasons. It is also linked to the theory of Masitoh cited in Fanshuri (2019), that learning objectives can be achieved if learning activities focus on tasks and problems that are authentic, relevant, and presented in context. Learning begins with problems, and these problems determine the direction of learning.

The seventh strategy applied by the T2 is Questioning to Check for Understanding. The teacher gives several questions to check students' understanding verbally after students read the conversational dialogue they have written. The questions given by the teacher are related to conversational dialogue and also the meaning of the vocabulary used by students. It is also linked to the theory of Killian cited in (Angraeni, 2020), that teachers usually spend a lot of time in class asking questions. However, only a few teachers use questions to assess students' understanding in class. However, teachers must always ensure that students understand the learning material before continuing to the next part of the learning material. The eighth strategy applied by the T2 is Storytelling. The teacher provides a story text about an environmental figure who is inspiring in everyday life and related to religion so that the teacher invites students to remember life. Initially, the teacher started to tell the story. After that, the teacher asks students to continue reading the story in the text of the book in turns with other students. It is also linked to the theory of Kayi cited in (Angraeni, 2020), that students can easily summarize the story they hear from someone. Storytelling encourages creative thinking. It also helps students express their ideas in terms of beginning,

2. Students Activeness to the Speaking Teaching Strategies

The first students' activeness in a class taught by T2 is students pay attention/listen to the book. During learning, students focus on paying attention and listening to the material in the book. It is also linked to the theory of (Molebu, 2021), that students are involved in reading activities, they do not stay silent but participate in all activities. Reading is included in students' activeness in visual activities. The second students' activeness in a class taught by T2 is students speak actively during learning. On average, students are very active during

the learning process. Students are always active because basically students are always active. It is also linked to the theory of (Molebu, 2021), that students are involved in more than just listening. They will speak actively during the teaching and learning process. He also stated that what is included in Oral Activities is stating, formulating, asking questions, giving suggestions, giving opinions, carrying out question and answer activities and also discussions. This is an example of students speaking actively during learning.

The third students' activeness in a class taught by T1 and T2 is students pay attention when the teacher explains the material. Students try to always focus on paying attention to the teacher's explanation of the material so that they can easily accept and understand what the teacher is saying. It is also linked to the theory of (Molebu, 2021), that active students will pay attention and try to understand what is conveyed and taught by the teacher. The fourth students' activeness in a class taught by T2 is students taking notes on the material presented by the teacher. Students are active in note-taking activities. Students record what the teacher conveys regarding the material explained. Apart from recording the material, students also note down the meaning of English vocabulary into Indonesian. It is also linked to the theory of (Molebu, 2021), that students are involved in writing activities, they do not stay silent but participate in all activities. Students take notes on the material presented by the teacher, including students' activeness in writing activities.

The fifth students' activeness in a class taught by T2 is students raising their hands before asking. Active students raise their hands first before submitting themselves to the front of the class or reading the text. It is also linked to the theory of (Molebu, 2021), that student activity in the learning process can be seen from student participation both mentally, emotionally, physically and intellectually in every learning process. The sixth students' activeness in a class taught by T1 and T2 is students responding to the teacher by answering questions from the teacher and other students and conveying their ideas. When the teacher greets the students, the students respond in English. Active students respond quickly, then they proactively answer questions from the teacher. Students are also active in carrying out orders from the teacher. It is also linked to the theory of (Molebu, 2021), that student activity in the learning process can be seen from student participation in taking initiatives, for example trying to solve problems posed, answering and asking questions, or even those that arise during the learning process.

The seventh students' activeness in a class taught by T1 and T2 is students are interested in the teacher's delivery of material. In the learning process in class by T1, students were interested and enthusiastic during the learning process, because of the way the teacher attracted students' attention through interesting learning with strategies that focused on student activity. In the learning process in class by T2, students were also interested and enthusiastic during the learning process, because of the way the teacher attracted students' attention through interesting learning with strategies that focused on teachers and students communicating with each other, teaching in a relaxed and humorous manner. So students don't get bored because the teacher invites students to joke around and learning becomes exciting and fun. It is also linked to the theory of (Molebu, 2021), that activities that show student activity, one of which is that students are interested when the teacher explains the material, is included in student activity in emotional activities.

CONCLUSION

Based on the research findings and discussion, the researchers concluded several things, including: Each teacher uses various strategies in encouraging students to speak English in the learning process. The total strategies used by the teachers in teaching speaking for eleventh grade students of MAN Sukoharjo in academic year of 2023/2024 are eight (8) teacher strategies, including teacher strategies that have similarities in using these strategies. The strategies used by T1 and T2 in teaching speaking are in accordance with the theory of Masitoh cited in (Fanshuri, 2019) and Killian & Kayi cited in (Angraeni, 2020). The strategies used by teachers include Cooperative Learning Strategies, Active Learning Strategy, Providing Students with Feedback, Role Play, Plenty of Practice, Problem-Based Learning Strategy (SPBM), Questioning to Check for Understanding, and Storytelling.

Apart from that, as long as the teacher uses several varied strategies in encouraging students to speak English in the learning process in grade eleven, there is some student activeness. The total students activeness towards strategies used by the teachers in teaching speaking for eleventh grade students of MAN Sukoharjo in the academic year of 2023/2024 is fifteen students activeness, including the activeness of students who have similarities in several classes taught by teachers using these strategies. Students' activeness in the strategies used by the T1 and T2 in teaching speaking is in accordance with the theory of (Molebu, 2021). The students activeness include in Visual Activities there are students pay attention/listen to the book, in Oral Activities there are students speak actively during learning, students express their opinions or provide information, students ask questions about material they have not yet understood, students interact in discussion activities, in Listening Activities there are students pay attention when the teacher explains the material, in Writing Activities there are students take notes on the material presented by the teacher, students do the assignments given by the teacher, in Motor Activities there are students raising their hands before asking, in Mental Activities there are students responding to the teacher by answering questions from the teacher and other and conveying their ideas, students think critically in solving problems during learning, students search for and utilize every learning resource that is available and considered relevant to learning, in Emotional Activities there are students are interested in the teacher's delivery of material, students are eager to learn, and there are student efforts to create a conducive learning atmosphere.

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