

THE ROLE OF TEACHER IN ENHANCING STUDENTS' SPEAKING SKILL AT THE TENTH GRADE OF MAN 2 MODEL MEDAN

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Abstract

This study aims to analyze the teacher's role in enhancing students' speaking skills at the tenth grade of MAN 2 Model Medan. This study used a descriptive qualitative research design. The data were collected through classroom observation, interviews, and documentation involving one English teacher and tenth-grade students. The data were analyzed using Miles and Huberman's qualitative analysis techniques, including data reduction, data display, and conclusion drawing. The findings showed that the teacher performed several roles in the classroom, namely as a controller, organizer, prompter, facilitator, and assessor. The teacher managed classroom activities, provided instructions, encouraged students to speak, and gave feedback during speaking activities. However, the implementation of these roles was not fully optimal because interactive speaking activities were still limited and students showed low confidence in speaking English. Therefore, more communicative and interactive teaching approaches are needed to improve students' speaking skills effectively.

Keywords: teacher's role, speaking skill, English teaching, EFL classroom

INTRODUCTION

English is widely recognized as an international language used in communication, education, technology, business, and international relations. In the era of globalization, English has become one of the most important languages that students need to master in order to compete globally. According to David Crystal, English has developed into a global language because it is used by people from different countries as a means of communication. As a result, English is taught as a foreign language in many countries, including Indonesia.

In learning English, students are expected to master four language skills, namely listening, speaking, reading, and writing. Among these skills, speaking is considered one of the most important skills because it enables students to communicate directly and express their ideas orally. Jeremy Harmer states that speaking is a productive skill that requires learners to actively use language in communication. Through speaking, students are able to interact socially, share opinions, and participate in discussions both inside and outside the classroom.

Speaking skill is also regarded as an indicator of language mastery. Students who are able to speak English fluently are often considered successful language learners because they can apply the language in real communication. However, speaking is not an easy skill to master, especially for students who learn English as a foreign language. Speaking requires

students to combine several language components simultaneously, such as vocabulary, grammar, pronunciation, fluency, and comprehension.

In reality, many Indonesian students still experience difficulties in speaking English. Some students have limited vocabulary and poor pronunciation, while others feel anxious and afraid of making mistakes when speaking in front of the class. According to Stephen Krashen's theory of affective filter, emotional factors such as anxiety and low confidence can hinder language acquisition. Students who feel nervous or pressured often become reluctant to speak and avoid participating in classroom interaction.

Another problem is the lack of opportunities to practice speaking in the classroom. In many English classes, teaching still focuses more on grammar exercises and written tasks than communicative activities. Consequently, students understand grammatical rules but struggle to use English in real communication. Jack C. Richards emphasizes that language teaching should provide meaningful communication practice to help students develop speaking ability effectively.

In this situation, the teacher plays a very important role in helping students improve their speaking skills. Teachers are not only responsible for delivering material but also for motivating students, facilitating communication, organizing classroom interaction, and creating a supportive learning environment. Jeremy Harmer explains that teachers perform several important roles in the classroom, including as a controller, organizer, prompter, participant, facilitator, and assessor.

A teacher who is able to create interactive and communicative learning activities can encourage students to participate actively in speaking practice. In addition, the teacher's support and encouragement can help students reduce anxiety and improve confidence in speaking English. Therefore, the teacher's role becomes one of the key factors influencing students' speaking development.

Based on preliminary observation conducted at MAN 2 Model Medan, many students still showed low participation and confidence during speaking activities. Students tended to use Bahasa Indonesia or mixed language rather than English during classroom interaction. In addition, speaking activities were still limited, and the teacher was more dominant during the learning process. This condition indicates that the teacher's role in enhancing students' speaking skills needs to be analyzed further.

Therefore, this study focuses on analyzing the role of the teacher in enhancing students' speaking skills at the tenth grade of MAN 2 Model Medan. This study is expected to provide valuable contributions to English language teaching, particularly in improving speaking instruction in EFL classrooms.

LITERATURE REVIEW

Speaking Skill

Speaking is the ability to express ideas, feelings, and opinions orally through language. It is considered one of the most essential skills in language learning because it enables learners to communicate directly with others. According to H. Douglas Brown (2001), speaking is a productive skill that involves producing meaningful language in interactive communication.

Speaking involves several important components, such as pronunciation, grammar, vocabulary, fluency, and comprehension. Pronunciation relates to how words are articulated clearly and understood by listeners. Grammar concerns the correct arrangement of words and sentence structures. Vocabulary refers to the words used by learners to express their ideas. Fluency means the ability to speak smoothly and continuously without too many pauses, while comprehension refers to the ability to understand and respond appropriately in communication.

Speaking is also an interactive process because it requires at least two participants. In communication, students not only produce language but also listen and respond to others in real time. Therefore, speaking requires quick thinking, confidence, and communicative competence.

However, many students face difficulties in speaking English. Common problems include limited vocabulary, fear of making mistakes, lack of confidence, and insufficient opportunities for practice. These problems can reduce students' willingness to participate in speaking activities. Therefore, teachers need to provide a supportive learning environment and sufficient speaking practice.

Teacher's Role in Teaching Speaking

The teacher plays an essential role in the success of speaking instruction. In speaking classes, the teacher is not only responsible for delivering lessons but also for facilitating interaction, motivating students, organizing activities, and providing feedback.

According to Jeremy Harmer (2007), teachers perform several important roles in the classroom. First, the teacher acts as a controller who manages classroom activities and maintains discipline. The teacher controls the teaching and learning process to ensure that learning objectives are achieved.

Second, the teacher acts as an organizer who gives instructions and organizes classroom activities. In speaking classes, the teacher must prepare activities clearly so students understand what they should do during speaking practice.

Third, the teacher acts as a prompter. In this role, the teacher encourages students to speak and helps them when they experience difficulties. Prompting is important because students often hesitate or feel anxious when speaking English.

Fourth, the teacher functions as a facilitator who creates opportunities for students to communicate actively. The teacher should create a student-centered learning environment where students can practice speaking meaningfully.

Fifth, the teacher acts as an assessor who evaluates students' speaking performance and provides feedback. Feedback is important because it helps students improve their pronunciation, grammar, fluency, and confidence.

In addition to these roles, the teacher also influences students' motivation and confidence. Penny Ur states that confidence is an important factor in speaking performance. Students who feel confident are more willing to communicate in English. Therefore, teachers should create a supportive classroom atmosphere where mistakes are considered part of the learning process.

The Importance of Teacher's Role in Speaking Classroom

In EFL classrooms, students often have limited exposure to English outside the classroom. As a result, classroom interaction becomes the primary opportunity for students to practice speaking. In this context, the teacher's role becomes very significant.

Teachers who apply communicative activities such as discussions, role plays, storytelling, and presentations can provide students with meaningful speaking practice. According to Jack C. Richards (2008), communicative activities help students use language naturally and improve their communicative competence.

Moreover, teachers need to reduce students' anxiety and encourage participation. Krashen's theory of affective filter explains that emotional factors strongly influence language acquisition. Students who feel relaxed and supported are more likely to participate actively in speaking activities.

Therefore, teachers must create an interactive and supportive learning environment to help students improve their speaking skills effectively.

METHOD

This study employed a descriptive qualitative research design. This design was chosen because the study aimed to describe and analyze the teacher's role in enhancing students' speaking skills in a natural classroom setting.

The study was conducted at MAN 2 Model Medan. The participants of the study were one English teacher and tenth-grade students. The teacher was selected as the main participant because the study focused on analyzing the teacher's role during speaking activities.

The data were collected through observation, interviews, and documentation. Observation was conducted to observe classroom interaction and identify the teacher's roles during speaking activities. The researcher used an observation checklist based on Jeremy

Harmer's theory, including the teacher as controller, organizer, prompter, facilitator, and assessor.

Interviews were conducted with the English teacher and several students to obtain deeper information regarding classroom interaction and students' responses during speaking activities. Documentation such as field notes and classroom photographs was also used to support the findings.

The data were analyzed using the qualitative data analysis technique proposed by Miles and Huberman (2014), which consists of data collection, data reduction, data display, and conclusion drawing.

RESULTS AND DISCUSSION

The Teacher as Controller

Based on classroom observation, the teacher performed the role of controller by actively managing classroom activities during the teaching and learning process. The teacher controlled the classroom by maintaining discipline, giving explanations, and monitoring students' participation.

The teacher also dominated the learning process, especially when explaining materials and asking questions to students. Although the teacher's control helped maintain classroom order, excessive teacher domination reduced students' opportunities to practice speaking independently.

This finding is consistent with Jeremy Harmer's theory that teachers as controllers are responsible for managing classroom activities. However, Harmer also emphasizes that too much teacher control may limit students' participation in communicative learning.

The Teacher as Organizer

The teacher also acted as an organizer by giving instructions before speaking activities. The instructions given by the teacher were generally clear and understandable. Students understood the tasks assigned during classroom activities.

However, the teacher rarely organized pair work or group discussions. Most activities were conducted individually, which limited students' opportunities to interact with each other. Consequently, students had fewer chances to practice speaking collaboratively.

According to communicative language teaching principles, interaction among students is important in developing speaking skills. Therefore, the lack of collaborative activities reduced the effectiveness of speaking instruction.

The Teacher as Prompter

The findings showed that the teacher functioned as a prompter by encouraging students to speak when they hesitated. The teacher provided hints, simple questions, and support to help students continue speaking.

This role was important because many students lacked confidence and were afraid of making mistakes. The teacher's encouragement helped students feel more comfortable participating in speaking activities.

Jeremy Harmer explains that prompting helps students overcome difficulties and continue communication. In this study, prompting was effective in motivating students to participate, although some students still remained passive.

The Teacher as Facilitator

The teacher also performed the role of facilitator by supporting student participation during classroom activities. The teacher gave students opportunities to answer questions and express opinions.

However, the facilitation process was not fully optimal because students still had limited opportunities to practice speaking extensively. Many students tended to use Bahasa Indonesia or mixed language instead of English during classroom interaction.

This finding indicates that the classroom environment was not fully communicative. According to Jack C. Richards, teachers should create meaningful communication practice so students can improve their speaking skills effectively.

The Teacher as Assessor

As an assessor, the teacher provided feedback on students' speaking performance. The teacher listened to students' answers and responded to their participation during speaking activities.

However, the teacher did not consistently correct pronunciation and grammatical errors. As a result, students did not receive sufficient guidance to improve their speaking accuracy.

According to Harmer, feedback is important because it helps students identify their strengths and weaknesses in speaking. Therefore, constructive feedback should be given regularly to support students' speaking development.

Discussion

The findings of this study indicate that the teacher performed several important roles in the classroom, namely as controller, organizer, prompter, facilitator, and assessor. These findings are consistent with Jeremy Harmer's theory regarding teacher roles in language teaching.

However, the implementation of these roles was not fully optimal. The teacher was still dominant during classroom interaction, and speaking activities were less interactive. This condition affected students' participation and confidence in speaking English.

Students showed low confidence during speaking activities. Many students were reluctant to speak because they were afraid of making mistakes. This finding supports

Krashen's theory of affective filter, which states that anxiety and low confidence can hinder language acquisition.

Furthermore, the lack of communicative activities such as role plays, group discussions, and presentations reduced students' opportunities to practice speaking meaningfully. According to communicative language teaching principles, students need meaningful communication practice to improve speaking skills.

The findings also show that teacher support and encouragement were important in motivating students to speak. When the teacher encouraged students and provided support, students became more willing to participate in speaking activities.

Therefore, teachers should apply more communicative and interactive teaching strategies to create a supportive classroom environment. Teachers should also reduce teacher domination and provide more opportunities for students to practice speaking actively.

CONCLUSION

Based on the findings and discussion, it can be concluded that the teacher performed several important roles in enhancing students' speaking skills at the tenth grade of MAN 2 Model Medan. The teacher acted as a controller, organizer, prompter, facilitator, and assessor during speaking activities. The teacher successfully managed classroom activities, provided instructions, encouraged students to speak, facilitated participation, and gave feedback during learning activities. However, the implementation of these roles was not fully optimal because the teacher was still dominant during classroom interaction, and communicative speaking activities were limited. Students also showed low confidence and participation in speaking English. Many students were reluctant to speak and tended to use Bahasa Indonesia or mixed language during classroom interaction. Therefore, teachers are encouraged to apply more interactive and communicative strategies such as role plays, discussions, and presentations to improve students' speaking participation and confidence. Teachers should also provide more opportunities for students to practice speaking English actively in the classroom.

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