INDONESIAN TEACHER TEACHING STRATEGY IN LEARNING SPEAKING SKILLS OF MA MUHAMMADIYAH PALLEKO STUDENTS OF TAKALAR REGENCY

STRATEGI PENGAJARAN GURU BAHASA INDONESIA DALAM PEMBELAJARAN KETERAMPILAN BERBICARA SISWA MA MUHAMMADIYAH PALLEKO KABUPATEN TAKALAR

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Abstract

This study aims to describe the teaching strategy of Indonesian teachers in learning speaking skills of MA Muhammadiyah Palleko students in Takalar Regency. The focus of the research is directed at the types of strategies used by teachers, their application in learning activities, and factors that affect the effectiveness of learning speaking skills. The research uses a qualitative approach with a descriptive method. Data is collected through observation, interviews, and documentation, then analyzed through data reduction, data presentation, and conclusion drawn. The results of the study showed that teachers used several learning strategies, namely expository strategies, inquiry learning strategies, problem-based learning strategies, and cooperative learning strategies. The strategy is applied to increase students' speaking courage, ability to convey ideas, and their involvement in the learning process. However, the effectiveness of the strategy is still influenced by several obstacles, such as low student confidence, limited learning media, and suboptimal feedback by teachers. This study concludes that the teaching strategy of Indonesian teachers has been able to support the improvement of students' speaking skills, but still requires continuous innovation, especially in media development, strengthening motivation, and providing opportunities for wider speaking practice.

Keywords : Teaching Strategy, Speaking Skills, Indonesian Language Learning, MA Muhammadiyah Palleko.

Abstrak

Penelitian ini bertujuan mendeskripsikan strategi pengajaran guru Bahasa Indonesia dalam pembelajaran keterampilan berbicara siswa MA Muhammadiyah Palleko Kabupaten Takalar. Fokus penelitian diarahkan pada jenis strategi yang digunakan guru, penerapannya dalam kegiatan pembelajaran, serta faktor-faktor yang mempengaruhi efektivitas pembelajaran keterampilan berbicara. Penelitian menggunakan pendekatan kualitatif dengan metode deskriptif. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa guru menggunakan beberapa strategi pembelajaran, yaitu strategi ekspositori, strategi pembelajaran inkuiri, strategi pembelajaran berbasis

masalah, dan strategi pembelajaran kooperatif. Strategi tersebut diterapkan untuk meningkatkan keberanian siswa berbicara, kemampuan menyampaikan gagasan, dan keterlibatan mereka dalam proses pembelajaran. Meskipun demikian, efektivitas strategi tersebut masih dipengaruhi oleh beberapa kendala, seperti rendahnya kepercayaan diri siswa, keterbatasan media pembelajaran, dan belum optimalnya pemberian umpan balik oleh guru. Penelitian ini menyimpulkan bahwa strategi pengajaran guru bahasa Indonesia telah mampu mendukung peningkatan keterampilan berbicara siswa, namun masih memerlukan inovasi berkelanjutan, terutama dalam pengembangan media, penguatan motivasi, serta pemberian kesempatan praktik berbicara yang lebih luas.

Kata Kunci : Strategi Pengajaran, Keterampilan Berbicara, Pembelajaran Bahasa Indonesia, MA Muhammadiyah Palleko.

1. INTRODUCTION

Education is a very complex process because it is a planned, systematic, structured, measurable effort, and aims to develop, manage, foster, direct, and transform human beings as multidimensional beings towards their perfection (Safarudin et al., 2023). Teachers as an important component of the education workforce have the main task of carrying out the learning process. In the implementation of learning, teachers are required to understand learning strategies as an effort to learn students. Thus, learning strategies are a way and art to utilize all learning resources to learn students, especially in developing speaking skills (Chadijah, 2023).

In the world of education, the term learning strategy is often used and has a certain historical background. The term strategy was originally known in the context of military, namely as a tactic, method, and way to win a war (Vienna Sanjaya, 2016). This initial meaning then transforms in the context of learning.

Wina Sanjaya (2016) likens strategy in learning to the strategy of a football coach who must analyze the player's abilities before determining the optimal method to win the match. The picture confirms that strategies are used to achieve success in achieving desired goals. In the context of learning, strategy is a series of planned activities to achieve learning objectives, including students' speaking skills.

Speaking is one of the important language skills that supports various other disciplines (Wardhani et al., 2016). In learning activities, speaking plays an important role in the communication process between teachers and students as well as between students. Learning should ideally be student-centered so that students are actively involved, including in conveying their ideas and ideas. The ability to speak alone is the ability to pronounce sounds, articulations, or words to express thoughts, ideas, and feelings (Hendrik, 2022).

Speaking skills are a fundamental ability in communication. Good communication requires the use of language according to the rules, including the General Guidelines for Indonesian Spelling (PUEBI), because language is essentially speech (Harianto, 2020). In classroom learning, speaking skills are important to improve students' ability to think, read, write, or listen (Jayanti et al., 2023).

Through speaking skills, students are expected to be able to communicate the information obtained effectively. The success of students in speaking depends on the teacher's ability to guide and direct the learning process and create a conducive learning environment. However, various obstacles are still found, such as students' lack of confidence, influency in expressing ideas, and differences in cognitive abilities that cause unpreparedness to receive learning stimuli. These obstacles arise because students are not used to the new learning methods applied, such as differentiated learning. This condition requires teachers to use appropriate teaching strategies so that students' speaking skills improve (Jayanti et al., 2023).

Previous research has shown that the learning of speaking skills can be improved through effective teaching strategies. Jayanti et al. (2023) explain that strategies such as discussions, interviews, role-playing, and learning outside the classroom are effective in improving students' speaking skills when adjusted to the conditions and needs of students.

Another study by Muhammad Aji Abdul Kholiq, Yulina Ismiyanti, and Sari Yustiana (2025) concluded that the use of chain stories has a significant effect on improving students' speaking skills. In addition, Chadijah (2023) stated that the role playing method makes it easier for students to understand difficult concepts through discussion and interaction between students, so that it can improve speaking skills. Methods are part of the strategies used by teachers to achieve learning goals; the more appropriate the method chosen, the more effective the learning process will be (Darmawan, 2021).

Based on this description, it can be understood that the teaching strategy of Indonesian teachers has a very important role in improving students' speaking skills. Therefore, the researcher was motivated to conduct a research entitled "Teaching Strategies of Indonesian Language Teachers in Learning Speaking Skills of MA Muhammadiyah Palleko Students in Takalar Regency."

2. RESEARCH METHOD

This study uses a qualitative method with a descriptive research type to understand the teaching strategy of Indonesian teachers in learning speaking skills of MA Muhammadiyah Palleko students. Qualitative research aims to discover, investigate, describe, and explain the qualities or peculiarities of social phenomena that cannot be measured through quantitative approaches. The descriptive method is used to describe the results of research in detail with the aim of describeing, explaining, and validating the phenomenon being studied (Waruwu, 2024). This type of research was chosen because it allows researchers to obtain in-depth and detailed data, identify patterns and themes, and provide a comprehensive overview of Indonesian teachers' teaching strategies in learning speaking skills.

The research approach used is a constructivism approach that focuses on how individuals build knowledge and meaning through interaction with the environment. In the context of this research, the constructivism approach helps to understand how teachers and students build meaning about teaching strategies and speaking skills through classroom interactions. The conceptual framework of this study refers to Lev Vygotsky's theory of social constructivism

which emphasizes that knowledge is built through social interaction and the use of language (Suoth et al., 2022). In addition, this research is supported by activity-based learning theory that emphasizes that effective learning occurs when students are actively involved in the learning process.

The location of the research was determined at MA Muhammadiyah Palleko, Takalar Regency. This location was chosen because it is a school with good accreditation and is considered representative to study the teaching strategies of Indonesian teachers in improving students' speaking skills. The research was carried out for two months from October to December. Preparation and management of research permits October 17-20, 2025. Data collection through observation, interviews, and document collection from November 21-27, 2025. Data analysis November 28 - December 10, 2025. and the preparation of research reports for December 11-17, 2025.

The main data in this study are related to the teaching strategies of Indonesian teachers in learning speaking skills, students' experiences in the learning process, and observational findings regarding learning interactions in the classroom. The data sources consisted of Indonesian teachers as the main informants through in-depth interviews, students as supporting informants to find out their experiences in speaking learning, and classroom observations to see the practice of teaching strategies directly. Additional data is in the form of documents such as teaching modules, the results of speech skills evaluations, and other school archives.

The data collection techniques used included semi-structured interviews, passive participation observations, documentation, focus group discussions (FGDs), and literature studies. Interviews were conducted to explore information about the teaching strategies applied by teachers and students' experiences in learning speaking skills. Observation is used to see firsthand the learning process, teacher-student interaction, and classroom conditions. Documentation is used to obtain written data related to learning planning and evaluation. FGD is conducted to explore teachers' and students' perceptions of effective teaching strategies, while literature studies are used to explore relevant theories, concepts, and research results.

Data analysis is carried out through three main stages, namely data reduction, data presentation, and conclusion drawn. Data reduction is carried out to select relevant and meaningful data, and to compile it systematically to lead to the solution of research problems. Data presentation is carried out in the form of descriptions, matrices, or charts to facilitate understanding patterns and relationships between data. The final stage is the drawing of conclusions that are carried out continuously during the research process until findings that are truly valid and accountable are obtained.

The validity of the data is guaranteed through triangulation techniques, extension of observations, discussions with peers, and member checking. Triangulation is carried out by combining various data collection techniques, namely interviews, observations, documentation, FGDs, and literature studies. Extension of observations was carried out to understand the context more deeply. Peer discussions are carried out as an effort to validate data analysis and research findings, while member checking is carried out by asking for

confirmation from the informant to ensure the accuracy of the data. With this strategy, the results of this research are expected to be valid, reliable, and can be a reference in improving the teaching strategy of Indonesian teachers, especially in learning speaking skills at MA Muhammadiyah Palleko.

3. RESULT AND DISCUSSION

The results of the study showed that Indonesian teachers at MA Muhammadiyah Palleko applied four main teaching strategies in learning speaking skills, namely expository learning strategies, inquiry learning strategies, problem-based learning strategies, and cooperative learning strategies. These four strategies are applied flexibly according to learning objectives, student characteristics, and classroom situations. The observation data was strengthened by the results of interviews with subject teachers and several students who provided a concrete picture of the implementation of the strategy. In general, these strategies are able to increase students' courage, motivation, and speaking ability.

Expository learning strategies are the most often used strategies by teachers. Based on an interview with an Indonesian Language Teacher, he said that: "I usually start learning by explaining the material gradually, then giving examples of how to speak well. After that, I gave students the opportunity to try, even though many were shy at first." This statement shows that teachers use expository as a basis to provide initial understanding to students before entering the practice stage. Observation data also showed that teachers used video recording media to improve students' intonation and pronunciation. One student said: "If I look at the video examples, I know how to correct intonation, so I am more confident when asked to speak." These findings corroborate that a combination of expository and audio-visual media can increase the effectiveness of speech learning. Expository strategies also become more optimal when teachers provide opportunities for repeated practice and direct feedback, so that students are more directed in improving the way they speak.

Inquiry learning strategies are applied by teachers to encourage students' active involvement in building knowledge. The teacher explained in the interview that: "I usually use trigger questions so that students think first, then speak. The goal is for them to get used to expressing their opinions." An example of implementation can be seen in a discussion on the topic of "Character Education", where teachers ask a series of open-ended questions to delve into students' thinking. One of the students mentioned that this strategy makes them more courageous to speak: "If I am asked for an opinion, I inevitably have to answer. So it took a while to get used to it." The inquiry process also involves searching for simple information before students express their opinions. This can be seen when students are asked to observe daily behaviors that reflect character values, then present them. Observations show that this strategy creates a dialogical classroom atmosphere, where students respond to each other's opinions. Thus, inquiry strategies are able to foster more structured and analysis-based speaking skills.

Problem-based learning strategies have also been found to be effective strategies in improving students' speaking skills. The teacher explained that: "If I give a case, for example about a forest fire, students are usually more active because they feel that it is close to everyday life." In its implementation, students are divided into small groups to analyze the problem and formulate a solution before presenting it in front of the class. One student said that this strategy made them more challenging: "When it comes to discussing cases, we have to find reasonable excuses. So I can't help but have to talk." Observations show that students are able to convey ideas more effectively when they work in groups. This strategy not only improves speaking skills, but also critical thinking, problem-solving, and cooperation skills. The teacher then provides feedback in the form of an assessment of fluency, clarity of speech structure, and language use. This reinforces the effectiveness of problem-based learning strategies in the context of speaking skills.

Cooperative learning strategies are also applied by teachers to strengthen interaction between students and increase speaking opportunities. The teacher stated in an interview that: "When it comes to group work, I use models like Think-Pair-Share or Jigsaw. Usually students are more active when discussing with their friends." The Think-Pair-Share model, for example, looks effective when students are asked to think about the answers individually, then discuss in pairs, and finally present the results of their discussion. One student said: "If you talk to the two of you first, it feels easier. After that, dare to speak in front of the class." The Jigsaw strategy also helps increase students' responsibility in conveying the information that has been learned, as each member of the group has a different piece of material. Observations show that students become more confident when presenting the parts of the material for which they are responsible. Teachers provide reinforcement in the form of positive feedback to improve the quality of student delivery. Thus, cooperative learning strategies significantly improve students' speaking skills as well as social skills.

Overall, observational and interview data show that the use of varied and adaptive teaching strategies has a positive impact on improving students' speaking skills. Expository strategies provide a basic understanding; inquiry strategies foster critical attitudes; problem-based strategies facilitate the ability to think and speak in a real context; Meanwhile, cooperative strategies increase collaboration and student confidence. The four strategies complement each other and show that the role of teachers as facilitators is very important in creating effective and meaningful speaking learning.

Discussion

The learning of speaking skills in Indonesian subjects at MA Muhammadiyah Palleko shows that teachers have implemented various strategies to develop students' oral communication skills. The strategy includes a communicative approach, the use of discussion methods, presentations, questions and answers, and the use of relevant learning media. The findings of the study show that these strategies are generally effective in creating active and participatory learning, although there are still a number of obstacles in their implementation.

First, the application of a communicative approach can be seen through the teacher's efforts to place students as learning subjects who must interact, express opinions, and respond to friends' ideas. This approach is in line with language learning theory which emphasizes that speaking skills develop through hands-on practice, not just theoretical comprehension. The teacher directs students to use language as a means of communication, so that the learning objectives emphasize the performative aspect more than the structural aspect.

Furthermore, discussion and presentation methods are used to train students' courage and argumentative skills. Through this activity, students are involved in the process of critical thinking as well as trained to convey ideas systematically. This method is effective because it allows students to learn collaboratively, build mutual understanding, and hone speaking skills in formal and semi-formal situations. This is in line with the principle of cooperative learning which places interaction between students as a means of improving competence.

However, the implementation of the learning strategy is still faced with a number of challenges. Students' readiness to speak in front of the class is not evenly distributed, especially among students who have low confidence levels. In addition, the limitation of learning media is still an obstacle so teachers sometimes rely on conventional methods such as lectures or simple questions and answers. This condition affects the dynamics of learning and does not encourage students to be involved optimally.

Another factor that affects the effectiveness of the strategy is the teacher's ability to manage the classroom and facilitate interaction. Teachers who actively provide constructive feedback have been proven to be able to improve students' responses in speaking activities. Conversely, if the feedback is less intensive, students tend to be passive and do not dare to develop their ideas. Thus, the quality of teacher-student interaction is an important variable that determines the success of teaching speaking skills.

In addition, the support of the learning environment is also decisive. A less supportive academic culture—such as an unconducive classroom atmosphere or lack of speaking practice outside the classroom—can hinder students' speaking skills development. Therefore, teachers' strategies should be integrated with habituation of oral literacy activities, such as regular discussions, light debates, or continuous storytelling activities.

Overall, the results of the study show that the teaching strategy of Indonesian teachers at MA Muhammadiyah Palleko is in the right direction, because it places students as the center of learning activities. However, improvements are still needed, especially in the use of learning media, strengthening student motivation, and providing more practice space. The combination of various adaptive and innovative strategies is believed to further optimize students' speaking skills so that they are able to meet the demands of 21st century competencies.

4. CONCLUSION

This study shows that the teaching strategies of Indonesian teachers in learning speaking skills at MA Muhammadiyah Palleko have applied various approaches oriented to the development of students' communication skills. Teachers use communicative strategies,

discussions, presentations, and questions and answers to create active and participatory learning. These strategies have been proven to support increasing students' speaking boldness, the ability to structure ideas in a structured manner, and their involvement in the learning process.

However, the effectiveness of the teaching strategy is still influenced by several factors, such as uneven levels of student confidence, limited learning media, and suboptimal feedback by teachers. In addition, the learning environment and academic culture of students also play a role in the success of learning speaking skills.

Overall, it can be concluded that the teaching strategies used by teachers have been on the right track in supporting the development of students' speaking skills. Even so, it is necessary to strengthen the use of learning media, student motivation, and provide more intensive practice spaces so that the learning process becomes more effective and able to produce better speaking competence.

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