

## **A DESCRIPTIVE STUDY OF MALE AND FEMALE TEACHERS' PREFERENCES OF STRATEGIES USED FOR TEACHING SPEAKING IN SMPN 1 SINGARAJA**

Ratnadi, Ni Nyoman Ari, Nitiasih, Putu Kerti, Padmadewi, Ni Nyoman

Program Studi Pendidikan Bahasa Inggris, Program Pascasarjana  
Universitas Pendidikan Ganesha  
Singaraja, Indonesia

email: [ari.ratnadi,kerti.nitiasih,nyoman.padmawati@pasca.undiksha.ac.id](mailto:ari.ratnadi,kerti.nitiasih,nyoman.padmawati@pasca.undiksha.ac.id)

### **Abstract**

This study was carried out to describe male and female teachers' preferences of strategies used for teaching speaking and the reasons why male and female teachers used certain strategies for teaching speaking in SMPN 1 Singaraja. This study analyzed strategy preferences of five English teachers who taught in grade seven and eight in SMPN 1 Singaraja. This study was designed as a descriptive study by applying seven Killen's teaching strategies that adapted content analysis technique to reveal and verify the needed data. The data collection was done through observation, questionnaire, and interviewing male and female English teachers. The results show that male English teachers used four of seven Killen's teaching strategies in teaching speaking to their students. The strategies were direct instruction, discussion, group work, and performance activity. While female English teachers also preferred four of seven Killen's teaching strategies used for teaching speaking in the classroom. The reasons of male and female teachers used certain strategies because those strategies made students actively participate in the class. They could share their knowledge, ideas or opinion in discussion session or in group work with their partner or their group. They also learned to speak English more in the performance activity that could make them confident when they should speak English with other people.

**Keywords:** teaching strategy, male and female teacher, teaching speaking

### **INTRODUCTION**

Language is one of important roles in relation to human lives. Without language we cannot socialize with others. Language usually reflects the society. In social life, people always communicate with each other by using language. Due to its function, language enables the member of a society to communicate and express their mind to other people. Through language, people can express their ideas, feelings, reasons, and desires in order to create harmony among them (Brown, 2010). In this view, language acts as a means of communication which facilitates the

need of human beings as social creatures who cannot live alone. The use of language in communication to interact to each other should be done clearly, and the speaker makes sure that the hearer understands what are talked about.

English is considered as an international or global language which is used by people around the world. The importance of English cannot be ignored and denied. English has been playing a major role in many sectors. Nowadays, each aspect of education and non education uses English language.

People will have an additional skill that can be used to compete in the globalization era if they are able to acquire English as a means of communication. As an international language it is important for society to learn it, because English helps people to communicate to other people from different countries more easily. In their communication, the society use English language to communicate by exchanging the information and also to establishing and maintaining their relationship.

Teaching English as a foreign language has become increasingly important in our country, Indonesia. English is still taught as a foreign language up to the present. It is partly due to the fact that English is not widely spoken in society. Considering the current status of English as a foreign language in this country, not so many people use it in their day to day communication. However, in certain societies in Indonesia, English has been used for various reasons (Mursyahda, 2002), leading to the fact that some people use English language as the second language. For example, in the academic level, some of the scholars are quite familiar with English language and occasionally use it as a means for communicating. Those involve in the main level of management like bankers and also government officials also use code mixing in Indonesian and English when they have client or customers who come to their office and they should explain by using English. Television presenters or radio announcers use English when they have a program that should interview foreigners who come as guests.

In smaller scope, Bali requires English as a basic skill that needs to be mastered by the students in line with the progress of tourism industry. Teaching English as a local content in Bali aims at providing knowledge and skills of English for the learners in order to make them able to support regional and

national development. The skills that are provided in teaching English include listening, writing, reading, and speaking. According to Tarun (2013) a large percentage of the world language learners study English in order to develop proficiency in speaking. English language is not only taught and learned, but it is used as a habit. Now, English is not only taught in big cities but also in remote village to make students can speak English in order to be able to communicate with foreigners even can get a job in tourism industry.

In the classroom, both male and female teachers have different characteristics in teaching their students, it is because males are different from females in terms of aptitude, skill, and also language in teaching. Besides, male and female also show their differences in behavior. Eckert and Mc.Connell (2003) found that many studies show significant differences in the verbal behavior of male and female. Therefore, linguistically, their differences will appear concerning the features of language that they use. In term of feedback, male are said much less than female. It means that many male teachers are less in giving feedback and reinforcement. Female teachers tend to use more polite language than male teacher because they are more oriented, more collaborative and more effective. Eckert and Mc.Connell (2003) stated that male interrupt their interlocutors more than female because it appears to follow from the fact that male have greater power in society. As male is said to have a greater power, they become more aggressive and competitive when teaching their students in the classroom.

The researcher did preliminary observation to students, male teachers, and female teachers of junior high school in SMPN 1 Singaraja. Based on informal interview it was found that most of the students chose teachers who are kind and friendly to the students and not so serious when teaching them but still focus on the materials when teaching

English rather than teachers who often ask them to answer their book (LKS) or do discussion in pair or small group without being controlled by the teacher. They felt bored making the answers of LKS, and they usually talked about something else in discussion session, so the teaching and learning process was not effective. They also chose teacher who gave various activities in each meeting such as playing games, singing songs, storytelling, and other interesting activities that can make students enjoy the class. Although they felt enjoying in the class because their teacher gave them interesting activity, they still thought English is the most difficult subject that they learned, especially in speaking skill.

Meanwhile, both of male and female English teachers want to help students in speaking subject because in the teaching learning process of speaking skill, the students faced problem in the class, for example when teachers pointed at students to answer the questions or explain something related to the topic, they could not answer the questions because they did not know the answer. Although the students knew the answer and actually they could answer it, they preferred to keep silent, so that no one answered it. It made the teachers repeat the question. The students were reluctant to participate in the class and waited another student to speak. So, only five or six students were active in the class. In another situation, when the teachers gave time to prepare themselves to speak or perform in front of the class, the students did not want to come without bringing the text. Male and female teachers wanted to make all of their students actively participate in the class, they could tell their opinions, and could speak English fluently, not only at school with their friends or their teachers, but also in other place with other people or foreigners. Therefore, male and female teachers tried to conduct effective teaching and learning

process using appropriate strategies to overcome problems in speaking.

Due to above problems, male and female English teachers used their strategies to help students face their problems in speaking. The teachers chose interesting activities that can make students happy to learn speaking and also more active to speak. That strategies aim to improve students' speaking skill and increase their motivation in the speaking class. Isnaini (2012) states that the teacher should create activities to get students involved in interacting in English. In addition, the use of an appropriate strategy given by male and female teacher will attract students' attention toward the presented material and make the students participate actively in the learning activities. Therefore, it is crucial to implement a strategy that can solve the problems, that is, strategies that can bring students out of boredom, competitive and individual class atmosphere to a more student-centered strategy and that can improve students' speaking ability.

This research has three aims, such as: (1) to analyze strategies are preferred by male English teachers in teaching speaking in SMPN 1 Singaraja, (2) To analyze strategies are preferred by female English teachers in teaching speaking in SMPN 1 Singaraja. (3) To analyze the reasons why male and female teachers use certain strategies for teaching speaking in SMPN 1 Singaraja.

## **RESEARCH METHOD**

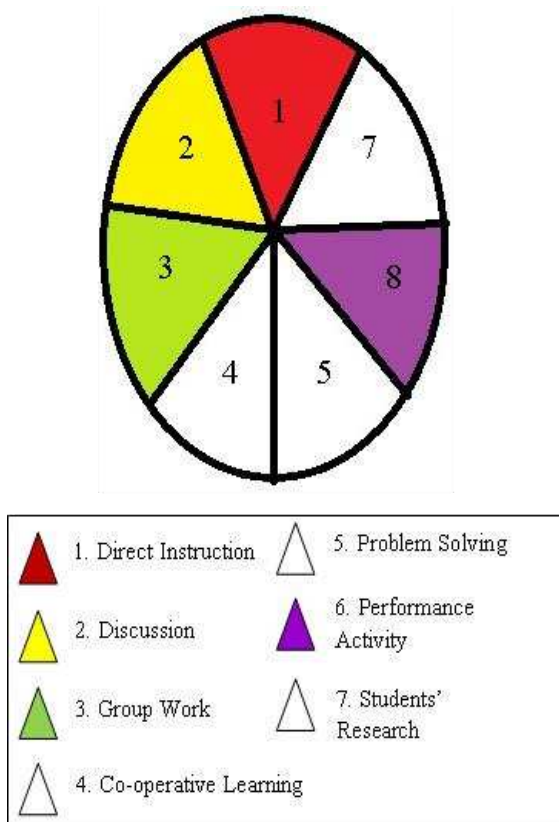
In analyzing of male and female teachers' preferences of strategies used for teaching speaking in SMPN 1 Singaraja, the researcher conduct a research by using qualitative research. The researcher chooses observing, questionnaire, and interviewing the male and female English teachers to collect the data about male and female

teachers' preferences of strategies used for teaching speaking in SMPN 1 Singaraja. The researcher took the data in SMPN 1 Singaraja, which is located in Singaraja. Subjects of this study were male and female teachers in SMPN 1 Singaraja who taught in grade seven and eight. The male and female English teachers in SMPN 1 Singaraja were selected as subject because emphasis of the study is on the aspect of teachers' preference of strategies used for teaching speaking and also this school as a favorite school in Singaraja which have good academic and the teachers used different strategy to teach their students rather than other school. It made SMPN 1 Singaraja be an appropriate example for school which wants to improve their students' knowledge in education. In collecting the data the researcher use some instruments such as the researcher as key instrument, video recorder, observation sheet, questionnaire, and interview guide. To get the data the researcher did three kinds of activity. First was observation, the researcher tried not to interfere the normal activities and conversation of the male and female teachers in the observation. Second was recording, the researcher recorded all actions and conversation occurred in the male and female teachers' class. It was useful to help the researcher categorized the data. The recorded data were then transcribed into the written form in order to enable the researcher to analyze the data. During the recording, certain non verbal behaviour in the class cannot be recorded. Note taking in observation sheet was done by the researcher to support the data. After collecting the data, the researcher analyzed the qualitative data descriptively, the researcher applied Miles and Huberman (1991) steps in analyzing the data. The process of analyzing the data consists of some steps, the first step is the observing and recording the strategies that preferred by male and female

teachers to teaching speaking in the classroom. Conversation from video recorder during beginning until the end of recording activities were transcribed. All data in data transcription enter into reduction process in which they are selected, specified, simplified, transformed and grouped. The transcription of the recording together with the observation and note taken, it is reduced into the intended data. The output of data reduction entered another major process of data analysis, that is data display. Drawing conclusion were conducted after data reduction and data conclusions need to be verified. The researcher concluded the result of data analysis as well as answered for the formulated researcher objectives. After the researcher analyzed the data and then from analyzed the data, answering the problem and purpose of the study the researcher drew how the conclusion of the research based on the data which have done analyze by the researcher.

## **FINDINGS**

The discussion of the findings has parts such as: first, to discuss about male preferences of strategies used for teaching speaking, second, to discuss about female teachers preferences of strategies used for teaching speaking, and the last, to discuss about the reason why male and female used certain strategies to teach speaking in the classroom. Based on the result of observation, questionnaire, and interview, it found that:



*Male and Female Teachers Preferred of Strategies*

Male teachers who teach in grade 8 SMPN 1 Singaraja preferred four of seven Killen's teaching strategies in teaching speaking to their students. The strategies were direct instruction, discussion, group work, and performance activity. The same with male teachers, findings of the research also showed female teachers preferences of strategies in teaching speaking for grade 7 in SMPN 1 Singaraja, they preferred four of seven teaching strategies used for teaching speaking in the class. There were direct instruction, discussion, group work, and performance activity. For the reasons of male and female used certain strategies in teaching speaking because can help students to improve their speaking ability that can make students actively participate in the class. They could share their knowledge, ideas or opinion in discussion session or in group work with their partner or their group. They also learned to speak English more in

the performance activity that could make them confident when they should speak English with other people.

## DISCUSSIONS

According to Killen (1996), teaching strategy is the approach that the teachers use for particular lesson and to the specific objective for that particular lesson. Need to be taken care that one strategy which is effective to be used in a certain material, might not be effective for another material. It means that teachers have to use varied strategies in teaching based on the purpose of the learning process. So, for a different learning purpose, teachers are expected to use different strategy to make the learning process become effective and efficient.

The result analysis showed that strategies which were used by male teachers almost same as female teachers to teach speaking in the classroom. There were direct instruction, discussion, group work, and performance activity. The male and female teachers used those strategies based on their observation in their class about students' characteristics and abilities, and their experiences in handling class situation. The male and female teachers who used direct instruction tended to introduce students a new material of study or had a large amount of information to transmit to the students by giving them an overview and defining key concepts. By using direct instruction, the teacher could presents the materials or information in relative short time, so the students had more time to practice. When one of male teachers used this strategy to teach speaking, he did not give much attention to the students, so the students could learn another subject in the class and discussed others topics with their friends, it was because this strategy is teacher-centered and used very frequently, it could be boring for the students. Unfortunately, when the

teacher explained the materials or taught the students in the class, male and female teachers more often used Indonesia language rather than English to the students. The teachers argued that they often used Indonesian language rather than English because their students still had less vocabularies mastery and hard to catch what the teachers' mean in English when communicating in the classroom. So, when the teachers explained materials in the class, the teachers used Indonesian and sometimes used English to make students easy to understand. The teachers did not try to use English more often in the class frequently to help students spoke English bit by bit, whereas if the students listened their teachers spoke English in the classroom, they would remember the words and tried to speak it. It could make students improve their vocabularies gradually and able to speak English well not only in the class with their friends or teachers, but also with other people or foreigner in other places.

The other teachers' preferences of strategies used for teaching speaking were discussion and group work. Discussion is an orderly process of face to face group interaction in which people exchange ideas about an issue for the purpose of solving a problem, answering a question, understanding their knowledge, or making decision (Killen, 1996). In here, the teachers wanted to develop students' communication skill by giving topics to the students in group or pairs, and they discussed it by sharing their ideas and opinion orally, develop their understanding by drawing on their prior knowledge and experiences until they got a result in their group. There are many advantages when male and female teachers used this strategy to their students: this strategy can develops students' ability to analyze the lesson content and express ideas orally, thus enhancing their thinking and their communication skills, and also

discussions are better than lectures as a way of helping students develop problem solving and critical thinking skills based on the topic.

Beside discussion strategy, in group work, the students worked together with the members of their group to make exercises that would be performed in the class. The teachers used this strategy based on the materials and also class situation, such as when the teachers wanted to enhance students' motivation and increased their active participation in the class, and when the teachers wanted to increase students' depth understanding of course content by having them explore it and discuss their understanding with other students. Sometimes, when the students faced problems while doing their task, the students came to the teachers and told their problems. By using group work, the students would give all students an opportunity to contribute ideas and tried to master the content. Group work strategy also helped students to learn respect for one another's strengths and weaknesses and co-operate with other students. However, when the teachers could not monitor carefully the students' interaction in each group, some students might waste time discussing irrelevant issues different with the topic.

For performance activity strategy, it could make students felt confidence in self presentation in front of class and helped students to understand the feelings and attitudes of others by experiencing situations rather than just hearing or reading. Usually, in this strategy, the teachers gave activities like role play performed their exercises or presentation about the materials with their group. Before the students performed in the class, they wrote their script with their group and tried to practice it in their group. Sometimes the teachers did not consistent when they planned to ask students performed in the class. The teachers permitted students to write the script before until

the time was over. So, they would continue that activity in the next meeting with the same activity.

The male and female teachers gave various activities to their students that can make students active in the class. Male teachers gave some activities rather than female teachers in teaching speaking. The male teachers combined their activity by giving games or watching a video, but female teacher always asked students to do something with the same activity. Sometimes when male teachers explained something to the students, they gave jokes that could make students felt a bit relax when they should learn English subject. Different from male teachers, when female teachers explained something in the classroom, they could explain it in detail and clearly. Female teachers talked and asked more questions to build connections to support the students in teaching learning process. According to Tannen (1996) which based his theory of gender, men view a conversation as a way to exchange information and solve problem. Men do not talk about emotions also swear more. They stay away from personal topic and discuss news, sports, and facts. They tell more stories and jokes than women as a way to show status and power. On the other hand, women talk more than men and make a conversation for the sake of interaction. Women talk and ask more questions to build connections to support each other. They discuss personal topics like feelings, relationships, and past experiences. It happened in SMPN 1 Singaraja, when male teacher gave a topic to discuss to the students, they directed the students to focus discuss it or solve the problems. Sometimes when male teacher saw their students felt bored, they gave some jokes to make students enjoy learning in the classroom. While female teacher, they discussed related with their past experiences to give some example to the students.

In the relation of the gender in the context of using teaching strategies to teach speaking in the classroom, Eckert and McConnel (2003) state that female teachers are disempowered by being constrained to use powerless language, way of speaking that simply are not very effective in getting other to think or do what the speaker wants them. It means that in using language, and asking other to do something, female teachers are said do not have much power. It could be seen when female teachers gave instructions or tasks to their students, they were often not consistent with their instructions rather than male teachers. Female teachers followed what their students' wanted to continue the task in next meeting, because the students did not finish yet their task in the classroom. Using hedges or filler can be one of the reasons why female teachers' language said powerless, and they are also judged less confident than male teachers. It is designated by the use of hedges and filters. Using tag question in female teachers' language can be as an expression of certainty and to make sure of the statement it is show they as being cooperative.

Eckert and McConnel (2003) also say fits into a view of female teachers as peaceable and cooperative, in contrast to male teachers' aggressiveness and competitiveness. Besides, female teachers are more polite to use language than male teachers, it is because they are more oriented, more collaborative, and more effective. Female teachers are said more polite than male teachers, it could be seen from the behavior of male teachers that often interrupt interlocutors than female teachers because it appears to follow from the fact that male teachers have greater power in society. Because male teachers are said having greater power, they are aggressive and competitive and give less feedback than female teachers.

Tannen (1996) states that male and female view interaction from

different point, cultural and linguistically since male and female belong to different cultural group, it can be seen in their way to teach their students in the classroom. For female, communication is an activity in which people have to work together, they use talk to show interest in others and respond to their needs. In addition, they use talk expressively which then involve feeling, personal ideas, and problems to build relationship with others. So, when female teacher of SMPN 1 Singaraja taught in the classroom, they were relate the topic into their experiences in the past and gave responses by showing their feeling to build a good connection with others people. On the other hand, male view communication as an area for gaining and holding attention and even interrupting and rerouting topics to keep their idea spotlighted. They use talk to accomplish things such as solving problem, giving advice, or taking a stand on an issue. In here male teachers just focus talked the topic that they taught in the classroom, they discussed and made it clear to the students.

## Conclusions

In relation to the problems of the research, the conclusion of the finding can be drawn as follows.

The male teachers who teach in grade 8 SMPN 1 Singaraja preferred four of seven teaching strategies in teaching speaking to their students. The strategies were direct instruction, discussion, group work, and performance activity. In the teaching learning process in the class, when male teacher explained something to the students, they only focused in their explanation without gave attention to the students, so that some of students did other activities in the class even they learned another subject. In the speaking activity in the class, male teachers more often used Indonesian language to the students when they explained something or gave instruction to do something.

The findings of the research also showed female teachers preferences of strategies in teaching speaking for grade 7 in SMPN 1 Singaraja used four of seven teaching strategies used for teaching speaking in the class. There were direct instruction, discussion, group work, and performance activity. In the process of teaching the female teachers gave various activity to the students based on the strategy and materials that they taught, but female teachers did not consistent with their instruction and spent too much time when did the activities, so the students talked another topic in the class activity. They also more often spoke Indonesian language in the class to the students.

The reasons of male and female teachers used certain strategies because by using direct instruction they believed that the students would be easier to understand the materials that was explained by the teacher rather than they should read the book by themselves because the teachers did not only explain the materials but also give some real examples to the students. So, when students had understood the materials and could do what the activity that they had to do, it could be easy for students to continue to the next activities. While using discussion in the classroom can make students could talk more to share their ideas or opinion by using English language. When students did their discussion, it made them think seriously and then they would get critical analysis based on their topic. It is the same as group work strategy, in group work, the students discussed the topic that was given by the teacher. In here, the smart students would help lower students to learn, they did not only share their ideas but also support the other friend when they did their task, if they had problems they would ask to the teacher. For performance activity strategy, this strategy can improve students' ability in speaking and could make them



confident when they should speak English with other people.

### Suggestions

In relation to the results of this research, there are some recommendations formulated, to the English teacher and for other researcher. The result of the research suggest that teachers should choose appropriate strategy to teach students not only in speaking skill, but also in other skills, because by choosing appropriate strategy it could determine students' competency in caught the materials good or not. The teachers should give more attentions to the students and check students' contribution in the group when the students did discussion. It could avoid students discuss another topic in discussion session. The male and female teachers should use English frequently in the class to make students familiar in English language. So, they can communicate by using English gradually. For future researcher, the result of this research can be a reference for other researchers who do advanced research about teaching strategy. It also provides an alternative source and guidance for the next study to obtain better and more accurate result.

### REFERENCES

- Azis, E.A. 2003. **Indonesian English**. TEFLIN Journal.
- Bogdan, Robert & Sari Knopp Biklen. 1982. **Qualitative Research for Education: An Introduction to Theories and Methods**. USA: Pearson Education Inc
- Brown, G G. 2010. **All about Theories for Communication**. Retrieved at :  
<http://communicationtheory.org/G.G.Brown-definitions-of-communication/>
- Carter, R & Nunan, D. 2001. **The Cambridge Guide to Teaching English to Speakers of other Language**. Cambridge: Cambridge University Press
- Chintya, Putu Ayu Armayu. 2011. **Developing Speaking Instruction Strategies for Big Classes of Grade 9 at SMP N 1 Pekutatan**. Unpublished thesis: Universitas Pendidikan Ganesha.
- Eckert, Penelope & Sally Mc. Connell Ginet. 2003. **Language and Gender**. UK: Cambridge University Press.
- Esplen, Emily & Susie Jolly. 2006. **Gender and Sex: A Sample of Definitions**. UK: University of Sussex.
- Fauzia. 2012. **Teaching Speaking Using Cooperative Learning Strategy at Seventh Class Students of Mts Al-Luthfah Cililin**. Bandung: Sekolah Tinggi Keguruan dan Ilmu Pendidikan.
- Frey, Lawrence. R. 2000. **Investigating Communication: An Introduction to Research Methods**. Boston: A Pearson Education Company.
- Goddard, A. & Patterson, L.M. 2000. **Language and Gender**. London: Routledge
- Grive, Eleni; Anastasia.A; Klio.S. 2012. **Identifying Gender Differences in Reading Preferences and Strategies Employed by Greek Students: A Socio-Cognitive Perspective**. Greece: University of Western Macedonia.
- Harmer, Jeremy. 2011. **The practice of English language Teaching**. London: Longman.
- Heinle & Heinle. 2001. **Teaching English as a Second or Foreign Language**. USA: Thomson Learning, Inc.
- Isnaini, Moh. Hasbullah. 2012. **Improving the Speaking Ability of the Tenth Graders of Smk Negeri 1 Singosari Malang through the Think Pair Square**

- Strategy.** Malang : University of Brawijaya . Educafle Volume 1 No. 1
- Killen, Roy. 1996. **Effective Teaching Strategies (Lesson from Research and Practice).** Australia: Social Science Press
- Lakoff, Robin Tolmach. 2004. **Language and Woman's Place - Text and Commentaries-Revised and Expanded Edition.** New York: Oxford. University Press Inc
- McGonigal, Kelly. 2005. **Teaching for Transformation: From Learning Theory to Teaching Strategies. Vol.14. No.2.** Stanford University.
- Miles, Matthew B ; Huberman, Michael A. 1991. **Qualitative Data Analysis**, Second Edition.
- Mora, Minda. 2010. **Teaching Speaking in a Classroom.** University of Medan. Available at: <http://www.scribd.com/doc/27235175/Teaching-Speaking-in-a-Classroom>
- Mursyahda, L. 2002. **Becoming Bilingual: A View Towards Communicative Cmetence.** TEFLIN Journal
- Nunan, David. 2003. **Second Language Teaching and Learning.** USA: Heinle and Heinle Publisher.
- Prasetyaningrum, Ari. 2012. **A Gender based Analysis in Recount Texts of the Tenth Grade Students of SMAN 2 Selong in the Academic Year 2011/2012.** Unpublished Thesis: Undiksha Singaraja.
- Putra, Eka Adi. 2011. **An Analysis on Gender Representation in ELF Textbooks Used in Junior High School-English in Focus Series.** Unpublished thesis: Universitas Pendidikan Ganesha.
- Richards, J.C. and Rodgers, T.S. 1986. **Approach and Methods in Language Teaching.** Cambridge: Cambridge University Press
- Roestiyah, N.K. 1988. **Strategi Belajar Mengajar.** Jakarta: PT Rineka Cipta.
- Septiari, Eka Putri. 2011. **Developing Differentiated Instruction Based Material for Teaching Speaking to the Eight Year Students of SMP Negeri 1 Singaraja.** Unpublishing Thesis: Undiksha Singaraja
- Tannen, Deborah.1996. **Gender and Discourse.** New York: Oxford University Press Inc.
- Tannen, Deborah. 1994. **Gender and Discourse.** New York: Oxford University Press. Retrieved at: <http://www.scribd.com/doc/33585072/Gender-and-Discourse>
- Tarun Patel. 2013. **Teaching Speaking Skills to enhance effective Communication Skills' by Heera G Rajwani.** Retrieved at: <http://www.eltweekly.com/elt-newsletter/2013/05/teaching-speaking-skills-to-enhance-effective-communication-skills-by-heera-g-rajwani/#sthash.vKW9ZUMY.dpuf>
- Wardaugh, Ronald. 2000. **An Introduction to Sociolinguistics (3<sup>rd</sup> Edition).** Massachusetts: Blackwell Publisher Inc.

