



## The Strategy of Teaching Speaking Through Culture

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### **Abstract**

Speaking as one of the competences in English has become main purpose for those who study English. This competence becomes a symbol for students to show that they have mastered English. In fact, teaching speaking in school often failed because the teacher didn't include culture in teaching it. Most teachers forget that language is an important part of the culture. The aim of this research was to investigate deeply the strategy of teaching speaking through culture. By the ethnographic design, the researcher revealed the strategy used by the teacher in teaching speaking through culture. The object of the study was students of Senior High School in the higher level. Data were collected through observation, interview with the teachers, students and document review. The finding indicated that the teacher integrated the adaptive strategy in teaching speaking with three level of culture that is: cultural knowledge, cultural awareness and cultural competence.

**Keywords:** *Strategy; Teaching; Speaking; Culture*

### **1. Introduction**

The development of Communicative approach as one of the approaches in teaching language has changed because of the globalization of the world, along with the development of technology brings a need of effective learning of a foreign language. The aim of the communicative approach was to communicate orally for the students in expressing their thought. The purpose of teaching speaking is to enable the learners to use the target language correctly and effectively. To achieve this goal, the teacher should have the knowledge to teach foreign language through various teaching strategies. Teaching strategies should be adjusted to what the learners faced in the learning process (O'Malley & Chamot, 2013). Because the ability to communicate in target language need knowledge of seeing, explaining and acting properly in accordance with the culture associated with the language they learnt (Omaggio & Hadley, 1986). Developing teaching strategy to help learners to maximize their skill in speaking, reading, listening, and writing, so teaching students how to develop communicative competence should have no exception (Lewis, 2011). The teacher should teach the cultural background of the language. Otherwise, the learners only study about empty symbols or meaningless lead to the wrong meaning and finally will ruin the objectives of language learning (Leveridge, & Neil, 2008).

Teacher role in the success of student learning process contributes high impact, teacher should not only be a teacher but also be a collaborator to the learner, designer of learning, provider of appropriate material, researcher of learners' difficulties, and an evaluator for the learner (Grynyuk, 2016). Further, in the principal of language acquisition and language learning there are five categories in making activities using English literature: selecting appropriate story, sharing reading material, independent reading and drama (Chen, 2014). However, in the practice of learning process to get the competence need some localization of the communication situation provided and the culture context where the learners learn (Cranmer, 2017). Meanwhile, as one of the elements to support the success of learning process selecting the material suit to the level of the class should be prioritized (Liu, 2016). Teaching language through culture is a strategy in creating learning environment and to design learning experience which integrated culture as a part of learning process. Teaching language through culture based on the recognition that culture is a fundamental part of education and as the expression of communicating an idea, development of science (Abusyairi, 2013).

Many studies done by other researchers such as (Astutik, 2017) revealed the interactional strategy in teaching which stressed on the repetition, while (Grynyuk, 2016) focused on the role of teacher in teaching. (Chen, 2014) however interested in observing principal in teaching using literature. Moreover, (Cranmer, 2017) and (Ileverage, 2008) stated that teaching activity should integrated language competences in accordance with the local culture. In this study the researcher focus on the strategy used by the teacher in the learning process.

## **2. Literature Review**

### *2.1 Teaching Strategy of Speaking*

As one of the three hierarchies: they are approach, method, and technique/strategy (Brown, 2007) stated that technique or strategy as the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well. Further, Brown distinguished between two types of strategy: Learning Strategies and Communication Strategies. Learning strategies related to input – processing, storage, and retrieval that is to taking messages from others. Communication strategies pertain to output, how we productively express meaning, how we deliver messages to others. Meanwhile, (O'Malley & Chamot, 2013) divided learning strategy become four types: cognitive, meta-cognitive, affective and social. Cognitive strategy related to the reasoning power of students to manage the material. Meta-cognitive strategy related to how to organize learning material. Affective strategy related to feeling of students in learning process and social strategy related to cooperate among students. Besides that another expert divided learning strategies become two main: direct strategy and indirect strategy (Oxford.n.d). On the other hand, (Thomas, 2019) in the Journal of Language Education suggested the use of holistic approach not only combining direct strategy and indirect strategy but also included the aspect of pre-task, repetition and meta-cognitive practice proven to be success increasing speaking skill.

Cognitive strategy represented by the basic principal: coding, storing, and gaining information. To understand the process happened in these three dimensions needs smart processing model. The model runs with linguistic input and other kind of information. The progress of this theory is the core element to classify cognitive strategy (Di & Corresponding, 2017). Meanwhile, meta cognitive strategy proven to be effective to improve student's ability in studying vocabulary found in the journal (Trujillo, et al 2015).

## 2.2 *Language and Culture*

Studying language cannot be separated from culture, there is a vice versa effect between language and culture, Sapir in language and culture argued that cultures sharing a language share a way of thinking, and that these ways of thinking constituted the psychology of the culture (Norton, et al 2010). In accordance with (Dorji, 2017) stated that learners should be introduced to the culture of the language they studied to develop correct communication. (Cranmer, 2017) supported that statement by carried out a research to compare people who have a good command of intercultural competence to those who don't have connected to the communication style and the result indicated that people who have a good intercultural competence tended to have good communication style with language and culture. To realized that objectives, (Fenner, 2000) proposed three concepts of teaching related to culture: cultural knowledge, awariness and competence. In language education the learners should give the opportunities to develop their cultural knowledge, awariness and competence of both the target culture and their own culture.

## 2.3 *The Context of the Researchers*

The first author for this research, Suranto is a graduate student of a doctoral degree in Language Education Department at Univesitas Negeri Jakarta (State University of Jakarta) Indonesia. He got a full scholarship from Lembaga Pengelola dana Pendidikan (Indonesia Endowment Fund for Education), Ministry of Finance of the Republic of Indonesia. He interested in doing research related to teaching and learning specially in teaching speaking. His research about teaching speaking through debate has been published in "Edutama Journal" this academic paper reports the findings from his dissertation. The second and the third authors are the supervisory team of his doctoral dissertation. The second author, Aceng Rahmat, is a professor in the Department of Language Education at Universitas Negeri Jakarta (State University of Jakarta), Jakarta Indonesia. His main areas of interest are teaching and learning in foreign language, need analysis, and curriculum development. He has published numerous articles both nationally and internationally. The third author, Nuruddin, is an associate professor in the same department and university. He focuses on qualitative research in language education.

## 3. *Methodology*

### 3.1 *Subject of the Research*

The subject of the research was the students of Senior high school in the third grade, they have already studied English for two years. Consists of three classes with the number of each class 30 students. And the English teacher as the informan. We have the permission to conduct the research both from State University of Jakarta and also the head of school where we conducted the study. However, in order to ensure that we were in line with the research ethics, we concealed the names of people, the place and research cite.

### 3.2 *Procedure*

This research was qualitative ethnographic where the reseacher described the characteristic a group of people in studying English specially in studying speaking. In the ethnographic setting the aim was to describe, analyze and interpret the pattern of people in doing something. Data were collected through interview, observation, and document review. Data were analyzed based on domain analysis, taxonomi, component and culture theme proposed by (Spradley, 1980). We did interviews conducted

individually with the informan; the teacher and the students (January 28<sup>th</sup> 2019). The interview was separated between the teacher and the students to cross check the real information each and to get in-depth information related to the teaching process (Creswell, 2007). To see the real teaching process in the classroom, the researcher did participant observation. As the participant observation has two purposes; (1) to engage in activities appropriate to the situation and (2) to observe the activities, people, and physical aspects of the situation. (Spradley, 1979). To clarify the data from interview and participant observation, the researcher examine the document such as syllabus and lesson plan used in the teaching process.

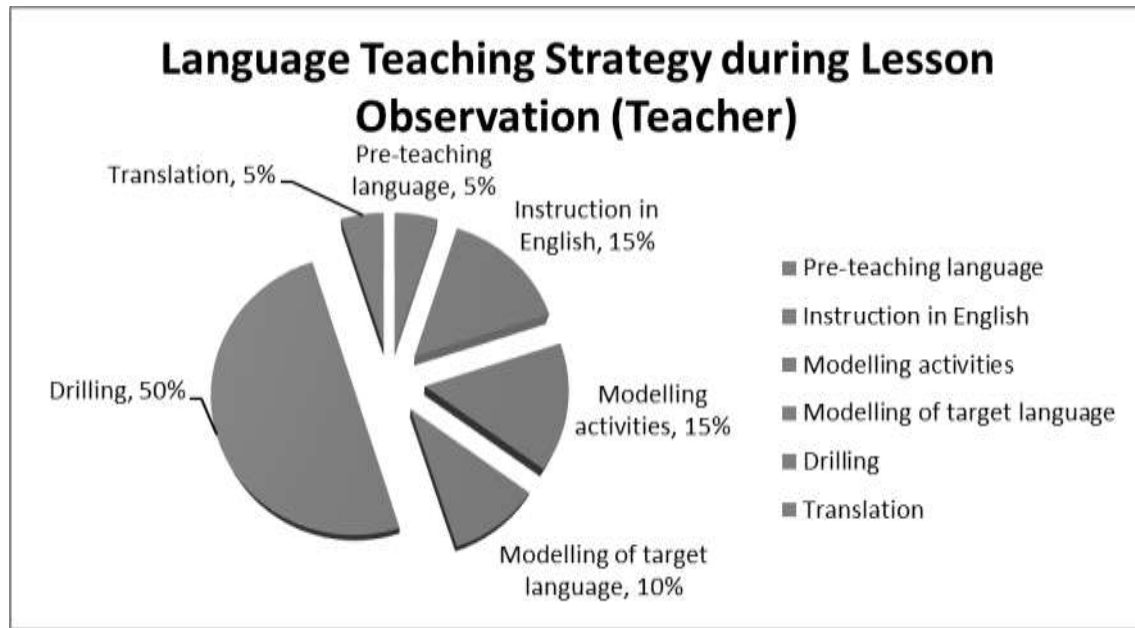
For the data analysis of this study we used (L.R. Gay, 2009) as he stated that the analysis can be done directly in the field to avoid mistake and forget. By this part we used camera and recorder to record every activities in the classroom. In the domain analysis, the data obtained from interview and observation analyzed to know the relationship of semantic meaning. Then the data grouped into the domain. The detail data from the domain were choosen to know the internal stucture in the taxonomic analysis. In the component analysis the researcher found the specific characteristic of every internal structure by contrasting between element. In the culture theme the researcher found the relationship among domain and how it related to the culture altogether (Spradley, 1980). To make sure that all the data are correct we used triangulation to cross check the data by conducted prolonged observation and second opinion of the students in the interviews (Creswell, 2007).

## **4. Finding and Discussion**

### *4.1 Finding*

This ethnographic study was aimed to know deeply how the strategy of teaching speaking based on the culture. Based on the interview and observation that we have done, The method that we found in the learning process used by the teacher depend on the material will be taught and the condition of the learners. They are communicative method, direct method, and indirect method. If one material taught by using discovery learning but the result didn't satisfy the teacher can change to another strategy for instance giving task or question and answer. The flexibility in applying the strategy is the ability that the teacher must possess to achieve the learning goal.

Based on the observation in the classroom the most strategy used in the teaching process is question and answer, where the learners can practice to communicate their thinking orally and written related to daily activity. Basically, the teacher used two methods in teaching: first direct method which include memory strategy, cognitive strategy, compensation strategy second indirect method which include meta-cognitive strategy, affective strategy and social strategy. The process of teaching speaking can be seen in the graph.



**Figure 1 : Language teaching strategy (classroom observation)**

## Direct Method

### *Memory Strategy*

This strategy is used by the teacher by utilizing the knowledge and learning experiences that have been previously owned by students. This strategy involves a lot of memory and the learning process uses memory. Each student must have experienced a previous learning process and the knowledge that has been obtained is associated with new material so that it will make it easier for students to learn new things because they are connected by the knowledge and experience they already have. It has been confirmed that the use of memory strategy gives real contribution to the fluency of speaking (Mistar, et al 2014).

### *Cognitive Strategy*

Cognitive strategy related to the use of students' thinking power in the learning process. There are four stages in this cognitive strategy which include practicing, receiving or sending messages, analyzing or reasoning and creating structure which is abbreviated as PRAC because practical cognitive strategies for language learning. Research on the use of cognitive strategies in the learning process was carried out by (Sergio Di Carlo, 2017) in his article which discussed cognitive strategies in the learning process classifying these cognitive strategies more fundamentally as pillars in coding, storing and retrieving information.

### *Compensation Strategy*

Compensation strategy must be able to enable students to be able to use new languages both in understanding and producing languages even though they are still limited in language knowledge. This strategy aims to build the confidence of students, especially because of the lack of ability in the field of grammar and vocabulary.

## **Indirect Method**

### *Meta-cognitive Strategy*

Meta-cognitive strategy is strategy used by teachers to foster students' awareness of thinking about what is already known and what is not yet known. In the context of learning, for example, students know how to learn, know their learning abilities, and know what learning strategies are best for effective learning. To be successful in learning, the teacher's task must be to train students to be able to design what will be learned, monitor student learning progress, and evaluate what has been learned. It is called cultural awareness.

### *Affective Strategy*

Affective strategy is related to emotions, attitudes, motivations and values. We realize the importance of these attitude factors in language learning because these factors will affect students in language learning. To control these emotions, motivations, attitudes and values learners can use affective strategy consisting of LET (Lowering your anxiety, encouraging yourself and Taking your emotional temperature).

### *Social Strategy*

Language is a form of social behavior, language communicates, and communication takes place between people. Learning a language certainly involves other people, and social strategy is needed in this process. There are three steps in this social strategy known as: Asking questions, Cooperating with other, and Empathizing with other (ACE). The role of the teacher here is to direct how students interact with their peers in the learning process. This is because the three steps in the social strategy can indirectly influence students in the success of achieving learning goals and this is the implementation of cultural competence in the teaching and learning process.

The whole activities conducted in English with the stress on drilling about 50%. The interesting part of the teaching process is the teacher always gave the example of how to start communicating in the cultural setting of different situation. For example the conversation of a family in the dinning table, how to apologies that different from one country to another, requesting something which different from British to Indonesia. Because learning a language implies learning a culture at the same time. We cannot expect to learn English without knowing how English people are. It is not only talking about fish and chips, the rainy England and queen Elizabeth II. It is about discovering English manners, how to be polite in that country and others such as what is considered taboo there. In other words, this means that cross-cultural pragmatic aspects should be taken into consideration in addition to the traditional linguistic perspective.

To sum up, there are at least three activities in the lesson. The first is about culture. The teacher presented pictures and the students have to determine what pictures are illustrating, give comment and tried to match each picture to the city where it is located. The second activity consists of a quiz with multiple choices and the students have to choose the right country for each building and gave the comment for each. The third activity is listening; the students have to choose the right answer based on what they hear.

After doing observation and interview we found the domain and its semantical relationship that showed the way how the domain are related.

**Tabel 1 : Semantical relationship**

| Terms                   | Semantic Relationship | Reference Term  |
|-------------------------|-----------------------|---|
| Discovery Learning      | Way                   | Teaching language how to find the concept by themselves                 |
| Assignment              | Way                   | Train the learners to understand the material                           |
| Question and Answer     | Way                   | Technique to teach speaking skill                                       |
| Direct Method           | Way                   | Teaching language using target language Directly                        |
| Memory strategy         | Way                   | Teach English by utilizing prior knowledge learning experience          |
| Cognitive strategy      | Way                   | Teaching English by maximizing students' thinking power                 |
| Compensation strategy   | Way                   | Teaching English to students who already have fairly high skills        |
| Indirect method         | Way                   | Teaching English indirectly   |
| Meta-cognitive Strategy | Way                   | Teaching students how to learn  |
| Affective strategy      | Way                   | Teach students attitudes and feelings in learning English               |
| Social strategy         | Way                   | Teach students to interact with their peers in achieving learning goals |

#### 4.2 Discussion

To improve the quality of teaching cannot be separated from teaching strategy. The effectivity of a strategy greatly influence the success of teaching process. A good strategy can direct learners to study creatively, independent and adaptive to different situation. Like Larsen said in *Techniques and Principles in Language Teaching* that strategy must connect between thought and action (D.L.& M.A. Freeman, 2011). The use of communicative strategy can be seen in every activities of the learners to communicate their thinking orally and written related to their daily activities including the discovery learning strategy that combines assignments and is applied in the form of questions and answers in the discussion. The aim of this activities are to apply the perspective from communicative approach where the communicative competence is the main purpose.

Before reaching the communication stage, educators conditioned the students to be able to understand the form, meaning and function of the target language that is being studied. It is called the cultural knowledge as the basic of teaching speaking. The explanation and modeling of the material became the key of the success of the strategy then to see how effective the strategy the teacher asked the learners to make a small group discussion to give chances to each learners to communicate. The same thing was also conveyed by Moon Lee Woo's research regarding the use of communicative methods on

speaking skills is very appropriate because the emphasis of communicative methods is aimed at speaking skills (Lee, 2014).

Next is direct method, it is aimed that the learners can use target language as a media to communicate. The learning process is carried out using the target language as the language of instruction, it is intended that learners can directly interact and are accustomed to using the target language in actual conditions. Direct method gave a big chance to the learners to use target language in the communication as if they were in a real situation. A research about direct method has been carried out by Alek who sees that a teacher must be able to adjust the method used with the learning objectives to be achieved. Besides that, a teacher must be proficient in manipulating and also modifying a learning method wisely (Alek, 2014).

The researcher found that teacher varied in using their learning strategies adapted to the situation, conditions and subject matter. There are at least six strategies used by the teacher in the learning process of speaking. The use of this strategy is still below the method used, namely direct method and indirect method. In direct method the strategies used are:

#### *4.2.1 Memory Strategy*

By activating the sensors sensor will encourage students' memories of material that has been studied and this is the basis in the mental preparation of participants before receiving new material. The ability to connect material that has been stored in memory of the students by linking to new material must be possessed by a qualified educator. So that students already have the previous knowledge in understanding the new material and this will make it easier to achieve the learning objectives that have been set. In this strategy the teacher introduced the culture of the target language to develop correct communication (Cranmer, 2017; Dorji, 2017; Fenner, 2000). As (Mistar, 2014) stated that memory strategy gave great contribution to the fluency of student in speaking.

#### *4.2.2 Cognitive Strategy*

Cognitive learning strategy is the behavior of students in learning processes that relate to the use of students' thinking power. This strategy can usually be tangible in various activities. For example: correcting one's own mistakes, using gesture, practicing saying words, writing in notebooks, reading from the whiteboard and staring at teaching media. Cognitive strategy is represented by the underlying pillars of coding, storing and retrieving information. To understand the processes that occur in these three dimensions, the functional model is described from several theoretical contribution and the previous model: the intelligent processing model. This model operates with linguistic input and also with other types of information. It helps to describe the stages, relationship, modules and processes that occur during the flow of information. This theoretical progress is a core element for classifying cognitive strategies (Sergio Di Carlo, 2017).

#### *4.2.3 Compensation Strategy*

This compensatory learning strategy is used by teacher to overcome some limitations in language. Students who have difficulty explaining something in the language being studied, for example can use definitions of translations in words to keep the language process going. In fact, body movements can also be used to cover the limitations faced. Included in this type of learning strategy is determining your own topic to be discussed. Even avoiding difficult topics is also a strategy in this group. (Kaunang, LV, 2014) has done a research about compensation strategy to increase students' involvement and enthusiasm in reading which still has relationship with the speaking ability because reading ability is in line with the speaking ability.



#### 4.2.4 *Meta-cognitive Strategy*

The meta-cognitive strategy is related to techniques deal with and manage teaching and learning materials. This strategy embodied various kinds of activities that can be put into the following three categories: decide attention to plan and arrange teaching and learning activities, and evaluate the teaching and learning process. The teacher gave the stimulus and create supporting learning environment and stressed that all of the process be done by students. (Trujillo, et al, 2015) stated that this strategy effective to improve the students vocabulary to support the ability of speaking. Even though, this strategy is included indirect method but this is the part of the teacher to input cultural awareness.

#### 4.2.5 *Affective Strategy*

Affective strategy is the behaviors of students that are related to the attitudes, and feelings of students in dealing with the learning process. This strategy is further divided into two: positive affective and negative affective. Positive affective is the students' behavior that shows students accept and appreciate the learning process. Negative affective is learner's behavior that shows students reject and do not value the teaching and learning process. The role of the teacher to keep the students have positive affective and used it to achieve learning goals.

#### 4.2.6 *Social Strategy*

The use of social strategy actually aims to be able to apply cultural competence in speaking English. After students get cultural knowledge associated with language learning and already have an awarness of the importance of culture in learning a language, it is time for them to practice their cultural knowledge in interacting both with their friends or in the society by using English.

### **Conclusion**

In the learning process the methods and technique or strategy used is very important because they will determine the design of learning activities to be carried out by students. Based on the findings in the field it can be concluded that the teacher in implementing learning activities combined direct methods and indirect methods which in practice uses several strategies: memory strategy, cognitive strategy, compensation strategy, meta-cognitive strategy, affective strategy and social strategy. The use of these strategies is adapted to the situation and conditions and subject matter. In general, the approach refers to assumptions about the nature of language how language learning is carried out. Through three stages of cultural knowledge, cultural awareness, cultural competence the teacher successfully applied it in the teaching process.

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