

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