

# Macro Strategies Employed by Senior High School English Teachers in Facilitating Students' Speaking Skill

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## Abstract

Kumaravadivelu proposed Macro Strategies which is he believed provides prospective guidelines for teachers to develop their own classroom teaching techniques. Thus, this study was accomplished to upsurge students speaking skill and their engagement personally in learning English. The purposive sampling was used as the participants who were selected had the specific aims to meet the criteria. Two English teachers and their 40 students are chosen as the participant in conducting this study. This study applied qualitative case study which was still in ongoing process of research. There were two kinds of instrument to collect data, classroom observation, and interview to teacher and students. From preliminary research showed that not all teachers applied the indicators and the strategies of macro strategies from Kumaravadivelu. Teachers' consideration were varied in selecting the strategies. Educational background, teaching experience, row input of the students and school facilities became the core reasons of not conducting all strategies. It was also found that students' engagement in cognitive, emotional, and behaviour were increasingly better as they felt learning was fun and interesting. Students' speaking skill were also showing step up even though not in significant result to all students.

**Keywords:** Macro strategies, Speaking skill, Students' engagement.

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## 1. Introduction

Teachers' competence in delivering English materials to students in order to make them understand the concept and the use of its language becomes a need of all teachers. While, a fact that occurred in Ambon, based on the result of supervision from Education and Sport Regency Office in Ambon city in 2016, shown that only 37% of the English teachers innovate their teaching and learning process in EFL classroom. It means that teachers still have low ability in delivering materials creatively; they are still using the traditional teaching process and strategies in the classroom.

This result above indicates Ambon needs to up-grade their teachers in a matter of teaching knowledge, one of it is strategies in teaching. Teaching strategies are important for teachers because teachers can recognize the way to deliver materials, to make their students be active, participate in the classroom, and enhance students to speak up actively. Therefore, teachers' ability in teaching by applying some strategies in teaching speaking gives impact to the students speaking skill.

Associated with the need of teaching strategy described above and the need of speaking skill for students then a proper speaking strategies should be prepared for teachers to increase the learning outcomes. Kumaravadivelu theories about macro strategies considered helping the teachers designing advantageous learning environment to make students feeling safe in learning and feeling free to express their idea through speaking without limiting teachers' creativity in teaching and exploring materials. Stern (1983) warned that is of the view that there is a fundamental weakness in the concept of method believes that it is not possible to achieve the desired goal of language teaching through use of language method alone. Thus, Kumaravadivelu up hold that Macro strategies and situated micro strategies can be very supportive for teachers to start building their own theory of practice (2003:38). Clarifying the strategic framework which consist of 10 macro strategies are involves Maximize Learning Opportunity, Facilitate Negotiated Interaction, Minimize Perceptual Mismatches, Activate Intuitive

Heuristics, Contextualize Linguistic Input, Integrate Language, Promote Learner Autonomy, Ensure Social Relevance, Fostering Language Awareness, and Raise Cultural Consciousness. Those strategies should be done in the class as they can foster students speaking skill in real communication.

Many studies have been conducted related to the teaching strategies around the world then a brief description of the similarity and differences of their researches will be conveyed to clarify their ideas. Xuerong, Anjanipura, Suryati, Nambiar, and Wa Sit have conducted researches related to teachers' strategies, in which all of the researchers tried to promote students' speaking skills. Birjandi conducted a study to develop some micro-strategies for macro-strategies proposed by Kumaravadivelu's post-method framework. Some of those micro-strategies cannot be applied in Iranian context. Therefore, he demanded the participants to revise with some applicable micro-strategies for each macro-strategy. Xuerong (2012) conducted his research on teachers' teaching strategies in China. The result showed that teachers who used the strategies could stimulate students to involve in an interactive classroom, so that they feel they are part of the classroom.

All researchers studied about the teaching strategies employed to the students to enhance students speaking skill. The similarity with this recent study is that it also applies teaching strategies that will be conducted to two senior high school teachers in Ambon to help overcoming the problems there. However, the difference is this study prefers to explore 10 Macro Strategies by Kumaravadivelu. Moreover, the plus point of the study that, it also describe students' speaking skill after the implementation of the strategies and investigate the students' engagement in cognitive, affective, and behavioural of the students with different speaking skills, the highest, middles and lowest speaking skills. Therefore, research will be done accurately to gain valid result as one contribution to Ambon teachers and students.

Based on the elucidation above, thus the research questions of the study are :

- a. Which macro strategies are used by the teachers in the classroom?
- b. Why do the teachers imply those selected macro strategies in the classroom?
- c. To what extent are macro strategies employed by the teachers facilitate students' speaking skill?
- d. How do the employed strategies contribute to the students' engagement?

## 2. Literature Review

### 2.1 *Strategies on Teaching Speaking in EFL Classroom*

Amstrong, (2013) and Deivan&Devaki (2015) who discussed about teaching strategy stated that teaching strategy is planning and designing the best learning strategy from the teacher to keep the students on the right learning way. In teaching speaking skill, teachers should inspire students to participate enthusiastically in teaching and learning process. Jarvis (1991: 295) emphasized it that language teaching might be better understood and better executed if the concept of method were not to exist at all. Thus teaching speaking skill need the strategies to make the class become more live and interesting so that, the students will feel comfortable to communicate without reluctant to share their ideas, information, knowledge with their classmate in order to gain their objective of learning.

By this condition, choosing Kumaradivelu (2006) theory's about Macro Strategies considered to help the teacher designing effective learning environment to make students feeling safe in learning and feeling free to express their idea through speaking. Even though Akbari (2008) argues that this is an idealistic approach which is very difficult for the practitioners to practice in reality. Responding the argumentation, the components of the alternative or the post method pedagogy suggested by Kumaravadivelu (2006: p.201) consist of a set of macro-strategies, which are based on assumptions about language and language-acquisition processes. Macro-strategies propose the necessary of organizing principles. Macro strategies can form the basis for an alternative to the concept of method by grounding them on the principles of particularity, practicality, and possibility.

Yet, Huda (2013) debated that this is very difficult for teachers to practice due to number of contextual, academic and personal limitations. He is also critical the concept of learner-autonomy do not co-exist with the cultural profiles and background of the learners. Motlhaka (2015) in his research reported that post-method frameworks help lecturers understand the limitations of method-based pedagogies and recognize their potential to develop context sensitive strategies useful for their professional development.

Moreover, the supporter of post-method up hold Kumaravadivelu by claiming that teachers find themselves in an unenviable position where they have to straddle two pedagogic worlds: a method-based that is imposed on them, and a methodological that is improvised by them Kumaravadivelu (2008:170). It means that it clarified the Macro strategies are universal plans derived from currently available theoretical, empirical, and pedagogical knowledge related to teaching and learning process. This research still intents to study the macro strategies in which applied in the classroom with all condition of teacher, students, school, and environment to recognize students speaking skills and encouragement.

These are macro-strategies explanation by Kumaravadivelu: **Maximizing Learning Opportunities**. It is said that teachers cannot really teach a language; they can only create conditions in which it will develop in mind in its own system (Von Humboldt, 1836, as paraphrased in Noam Chomsky, 1965: p.51) in Kumaravadivelu (2003: p.44). By the experts' assertion, it should have been opened the educators and academic designer mind to realize

that conditions meant as opportunities play important role in encouraging students to learn language. Even Niemiec & Ryan (2009: P.140) emphasizes that teachers can attain learning goals by affording some effort as follows: varieties and meaningful rationales for learning activities, acknowledging students' feelings about topics, and minimizing pressure and control. However, what seems to clear is that teacher and students have roles in creating the opportunities and they take full advantage of using the opportunities to reach the aims of learning for the students.

This macro strategy is about teaching as a process of creating and utilizing learning opportunities. Teachers have two roles; as a creators and utilizers. Creators mean teacher create learning opportunities for the students in the classroom, while utilizer is teachers benefit the learning opportunities created by students. The process needs the teachers strike a balance between their roles in the classroom. Maximizing learning opportunities also entails willingness on the part of teachers to modify their lesson plan continuously based on ongoing feedback. Teachers should always revise their lesson plan to meet the students need and situation and they maximize the existence of textbook. Students create learning opportunities for themselves and for other students by seeking clarification, raising doubts, making suggestion, and conduct discussion. Alwright (p.156: 1984) emphasized that teachers cannot afford to ignore any contribution from other partners jointly engaged in the process of creating and utilizing learning opportunities.

**Facilitating Negotiated Interaction.** The main aim of this strategy is making the students active in the classroom. Students should be actively engaged in the class activities in few type of interactions; interaction as textual activity, interaction as interpersonal activity, and interaction as an ideational activity. This strategy can be performed by creating interaction students-students, students-teacher and teacher-students interaction in the class where the students feel free in expressing their idea, feeling, and act as needed in the purpose of learning. Emphasizing this idea, researchs about students' engagement in the classroom activities describes both psychological and behavioral characteristics (Finn & Rock 1997; Brewster & Fager 2000; Marks 2000) in Judy & Michael (2006: p.2). They claimed that engagement should be built up of students psychological characteristic in which they are sincere, willing and enjoy their engagement reinforced by actions in learning that result best achievement by gaining the objectives of learning

**Activating Intuitive Heuristic.** Kumaravadivelu, by referring back to Cambridge International Dictionary of English, 1995: p.666) wrote that "a method of teaching allowing the students to learn by discovering things by themselves and learning from their own experiences rather than by telling them things". While Frederick (2002); and Kahneman (2011) define intuitive heuristic by a conscious decision-making process aimed at good effort, the answers suggested by intuitive heuristics are the result of fast implicit processes that are automatically triggered by the problem under consideration. Students who have intuition of mistakes they made in the language system, they will try to find the solution for the problems. Teachers have responsibility to make students intuition active and discover the linguistic system by creating rich linguistic environment and a grammar based-textual task in the classroom. This macro strategy is about providing rich textual data so that learners can infer and internalize the underlining rules' governing grammatical usage and communication use; and about helping them in the process of their grammar construction. Chomsky (1970: p. 108) premise that people cannot learn the entire gamut of grammatical structure of a language through explanation and instruction. One way of activating the intuitive heuristic of the students is provide enough textual data so that students can infer certain underlying rules of form and function.

**Integrating Language Skill.** An idea of Kumaravadivelu (2003: p.225) to include this point into macro-strategy is because the holistic language skills are important for students to build whole comprehension. It would be tiresome if people decide to separate those skills and use only one for particular period of time.

Oxford (2001: p.19); Martin Bygate (1998: p.34), who have done extensive research on learning strategies, assert that many strategies, for instance giving selective attention, self-evaluating, asking questions, analyzing, synthesizing, planning and predicting are relevant with the skill areas. In designing activities, teachers should consider all the language skills together as they interact each other in natural behavior. Since classroom is the miniature of real life, most tasks are suggested to have some complexity involve more than one macro skill. However, it should be noted that the teaching integrated language skills can also cause a number of disadvantages (e.g., McDonough and Shaw 2003; Widdowson, 1978, 1993; 2003). It occurs because teachers should divide focus and concentration, time, and activities for all language skills. They worried that the result of integrated learning will not be optimal. Fortunately, Richards and Rodgers (2001: P.165) give solution to overcome a failure of integrated language skills teaching. The scholars suggested that teachers' instruction must employ learners in meaningful communication and empowers them to achieve their learning objectives. Teachers are able to do this through an unlimited selection of models, teaching materials and techniques. This macro strategies is about holistic integration of the language skills traditionally separated and sequence as listening, speaking, reading, and writing

and about understanding the role of the language across the curriculum. Language skills are essentially interrelated and mutually reinforcing. Fragmenting them into manageable, atomistic items runs counter to the parallel and interactive nature of language and language behavior. Besides, the learning and use of any one skill can trigger cognitive and communicative association with others. Krashen (p:90; 1989) stated that “Reading exposure alone, for instance, may be “the primary means of developing reading comprehension, writing style and more sophisticated vocabulary and grammar”.

**Ensuring Social Relevance.** Kumaravadivelu (2003: p.239) define the term society refers to a very enormous unit consisting of a community of communities. In the specific context of language education, society is situated the institutions in which language teaching takes place. He means that teaching target language should comprise the social cultural relevance between target language and students own language.

Teachers play the most significant role in defining the quality and quantity of students’ participation in their classrooms. When teachers increase a climate of students’ trust and understand the social and cultural needs then they can include English learners in classroom conversations and activities. These ways can make the students feel as important members of the classroom learning communities. If teacher can bring the world into the class, Yoon (2007) guaranty that students’ active participation in the classroom will show improvement in integrated skill. Tomlinson and Masuhara (2004: p.3) claim the benefit of bringing the target language’s culture into the class can increase cultural awareness. Cultural awareness also enhance learners to broaden their mind, increase life tolerance and attain cultural empathy and sensitivity.

This macro strategies is about the need of teachers to be sensitive to the societal, political, economic, and education environment in which learning and teaching take place. Learning language entails to understanding of social and political context as important intake variables. Students who are seldom exposed by the full range of language will find difficulty to run the vehicle of communication but it does not mean making the students as the imitator of the language they learn. Cook (p: 583; 1992) states, “The learners is not becoming an imitation of native speaker but a person who can stand between the two languages, using both when appropriate”.

**Minimizing Perceptual Mismatches.** A perceptual mismatch is hidden. It is occurred among teacher to students or students to teacher. It is challenging teachers to observe and analyze it within their students. As Kumaravadivelu stated that the upsurge of divergence between teacher input and learner intake is caused by the gap between teacher and learner views of the objectives and activities in the classroom (2003: p.77).

Perceptions meaning based on Barkhuizen (1998) can be seen from his study, which concentrated on the students’ perceptions of learning and teaching activities. Predictably, he found that students’ perception of classroom objectives and events do not match to their teachers’ intention and perception. Teachers participation in that study are frequently very different with their students about thoughts and feelings.

The studies intensely support the view that “the more we know about the learner’s personal approaches and personal concepts, the better and more productive our intervention will be” (Kumaravadivelu, 1991: p.107). It means that knowing more about the learners’ personal perspectives on classroom objectives and events is to understand the probable sources that could give potential mismatches between teacher intention and learner interpretation. Kumaravadivelu (2006) discovered that there are ten potential sources of perceptual mismatch:

- a. Cognitive; a source that refers to knowledge and mental process. The students obtain conceptual understanding of physical and natural phenomena. This first source contributes mismatch, as students do not gain the concept of the knowledge.
- b. Communicative; a source that relates to speaking skill in which the students exchange information, and how to practice the communication skill that make other students misunderstand. Students often find difficulty in elaborating their willing or their suggestion on the target language.
- c. Linguistic; a source that refers to linguistic repertoire- syntatic, semantic, and pragmatic knowledge, which is rare applied in the classroom. Applying the linguistic matter takes wide knowledge about language and understanding of prior or recent information.
- d. Pedagogic; a source entail the effort of teachers and students to afford the learning objectives in every meeting. Learning objectives could be said as the track of teachers in leading the students in developing their life skills and potential.
- e. Strategic; a source refers to learning strategies, plans, routines used by teachers to facilitate the obtaining of information. The better teachers have good preparation the better learning process they can control and the output will be gained easily.
- f. Cultural; a source about students’ prior knowledge of the target language cultural. It is needed to understand the classroom activities related to the practicing of the language. cultural is always become essential matter for teachers to explain. The limitation information about cultural teachers have will make the students understand the language as concept not as a language they need to build communication.
- g. Evaluative; a source refers to the students monitor to their classroom performance. The students’ self-



evaluation will influence their comprehension of the materials. Good self-evaluation will avoid mismatches between students and teachers, as they conduct the evaluation, which is responded by the teachers.

- h. Procedural; a source that contrary with the strategic. Procedural pertains to locally specified bottom-up tactics, which needs a quick resolution to a specific problem. it is not simple for students as the procedural takes habit in thinking and solve problem.
- i. Instructional; a source that refers to the direction given by the teachers or textbook. The proper instruction helps learners to achive the goals of learning. Long and ambiguity instruction will lead students to mismatches the task or activities that should be done.
- j. Attitudinal; a source of mismatches that refers to the students' attitude toward learning target language process. Students attitude in a way to learn the language will influence the students output. The attitude barriers lead themselves to understand the whole information about the target language they learnt.

**Promoting Learner Autonomy.** Kumaravadivelu divines autonomy as a way of teacher to promote learners to learn, to liberate, and motivate them to have self-learning. Even, Littlewood (1996: p.429-432) describes about one of the domains that clarifies the level of a person in deciding choices at the communicative level. In communicating meanings in different situations and specific tasks, the learner is free to make choices about language use and appropriate strategies. Ikonen (2013: p.10) in her research simplify autonomy meaning as a set of observable behaviors and a potential or an ability that exist in the learner. It is the capability to take responsibility of one's own learning. Brown (2007: p.130) who clarifies the importance in shaping learners to be autonomous, to have the language awareness, and encourage them to understand the language use. It is an important way that should be done by the teacher by purpose to promote students to be autonomous to lead them to know how to use the language. Cammileri (2012: p.15) proverb some areas in which the autonomous learning can be found; the selection of textbook, the choice of lesson time and lesson place, seating arrangements, matters of discipline, keeping record work done, attendance and assessment.

This macro strategy is about helping students learn to learn and learn to liberate; and about equipping them with the means necessary to self-directed and self-monitor their own learning. If teachers are hard to do the effort in gaining autonomy activities, then students could not be autonomous learners. Liberatory autonomy can provide students with necessary tools to realize the potential for social transformation. Teachers' primary duty is helping students to have responsibility for their learning process and have good and responsive attitude to the learning process.

**Fostering Language Awareness.** Eric Hawkins as the founder of the theory of language awareness explains in *Awareness of Language: An Introduction* (1984:2) that the attention must be shifted from the teacher to "the child's eye". One of Hawkins' purposes in language awareness was that learners should gain stimulation to propose questions about language, the functions of language and the language role in people's lives.

Kumaravadivelu's opinion, which is absolutely grounded on Hawkins's perception, states about this macro-strategy is creating general and critical language awareness also drawing learners' attention to the formal and functional properties of the language. Students' language awareness is linked to the learners' autonomy in which demanding learners to be aware on their learning process. Plenty of recent studies related to learners' language awareness have already devoted. Vrbova (2006) in her study found that by developing cultural awareness in primary level learners in foreign language learning in classroom setting can gain successful in language learning. While, according to Brown (2007: p.130) that learners will take benefit if they increase their language awareness in their own process of learning. Soons (2008) upkeeps and clarifies the benefit of language awareness implementation by showing the importance of language awareness in teaching process mastered by teachers in which it can generate students' knowledge and skill to the target language. This macro strategy is about creating general as well as a critical learning awareness; and about drawing learners' attention to the formal and functional properties of the language. Language awareness is based on the strategies that emphasize students' understanding, general principles, and the operational experience. Fostering students' language awareness means bring the students to sensitizes their perception to the correct or incorrect analysis in which they learn how to think and to solve in group or personal.

**Contextualizing Linguistic Input.** Kumaravadivelu (2003: p.204) list this macro strategy about how the language usage and are formed by linguistic, social, and cultural context. Students are trained to apply language in a complete usage and distinguish how to use the meaning in a context. Therefore, an anthropologist, Charles Goodwin and Alessandro Duranti (1992: p.2) point out that it is not possible now to provide a single, exact, and technical definition of context. In attempting to help teachers, Larsen-Freeman (2000: p.10) offer solution by aim to assist learners with their process of self-discovery, they should be directed to see grammar as a rational, dynamic system that is encompassed of structures characterized by three dimensions of form, meaning and use.

This macrostrategies is about how language usage and use are shaped by linguistic, social, and cultural context.

Teachers are taking more responsibility than the syllabus maker as the teachers themselves who can succeed or fail in ceating the contextualizing linguistic input. Bringing the students' attention to the integrated nature of language become essential because gaining meaning of language is influence by the content of discourse, syntax, pragmatic, or even semantic. The teachers' effort to bring the linguistic input contribute much to build whole understanding of language to gain the message of communication

**Raising Cultural Consciousness.** He suggests teachers to be more sensitive in teaching English as foreign language to students, not only teaching English by structure but also the use of language culturally. Teachers who are aware on this need will provide the students with socieatal, economic, political, and educational environment in which teaching and learning take place.

Learning culture is more than just transferring information between cultures. McKay (2000: p.8) states that the process of learning about another culture requires a reflection on one's own culture as well as the target culture. Students who learn English will be automatically learn its culture, ideally. People with same language and cultural background will be easily develop the conversation because they know the rules of language and culture they communal together. Harmer (2005: p.246) highlights that socio cultural rules and habits change over time, but at particular moment they exist in the public consciousness.

Related to the cultural awareness, Shamsadsara (2012: p.98) concluded that to advances students' awareness of the complicated and interdependent relationship between language and culture, and teaching culture as an integral component of language teaching, an effort of teachers to move from a traditional to intercultural perspective in EFL teaching process is indeed required. Developing teachers' intercultural perspectives is also comfort have an effect on their language teaching methodology and syllabus design. This move is a challenge that EFL teachers and learners must accomplish the goals of foreign language education in the modern world. It means that by fully introducing and accommodating the diversity of cultures within languages, students will know that there are hundreds different cultures in the world that should be fully respected.

This macro strategy is emphasizes the need to treat learners as cultural informants so that they are encouraged to engage in a process of a classroom participation that puts a premium on their power/knowledge, on their subjectivity and identity. This strategy is aimed at creating the students awareness of and empathy toward the culture of the target language. Stern (1992) clarified that culture teaching has included a cognitive component about the geographical knowledge, the contribution of the target language culture to the world civilization, about difference of life way, about people values and attitude, people interest, curiosity and empathy. The language culture comprises behavioral component in terms students' ability to understand and interpret the relevant behavior of the people, and to put themselves in culturally appropriate ways.

## 2.2 *Students' Speaking Skill*

The purpose of teaching spoken language is to develop student' sability in interacting success of the language and involving comprehension aswell as production. Riggernbargh and Lazaratton (1991) claim that students will be considered successful if they are able to communicate effectively in the language. In line with the elucidation above, Ur (1996: p.120) and Oller (1979: P.320-321) add about successful teaching speaking skill stated that there are some characteristics common in successful speaking tasks. By those elements of making speaking successful, Oller theory in measuring students speaking were used. The measurement is very applicable and valid as it has 5 range of leveling to scale students' speaking skill ability. The weithing scale of students speaking achievement including Grammar, Vocabulary, Fluency and Comprehension. (Oller, 1979:320-321).

Pronunciation is one of the important aspects in speaking skill, pronunciation is a way to produce the clearer when someone speaks. It is deals with phonological process that refers to the component of grammar and the principles the determines how sound vary and pattern in a language.

Pronunciation is a way for the students' to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two feature of pronunciation, phonemes and supra segmental feature. A speaker who constantly mispronounce a range of phonemes can be extremely difficult for a speaker from another language community to understand the way of speaker to convey the message to the other people

Fluency can be defined as the someone bravery to speak fluently and accurately. Every learners has the passion to speak fluently when they communicate with the other people. Precursor of fluency include a reasonably fast speed of speaking and only a small number of pauses such as " umm"or "ers". These precursor indicates that the speaker does not have spend a lot of time searching for the language items needed to express the message (Brown, 2007:4)

Grammar. Swan in Richard and Renandya (2002:145) argue that the role of grammar is the one of the most divisive issues in language teaching. But without good knowledge of grammar, learners' language development will be severally constrained. It is needed for the learners to arrange a correct sentence in conversation. The

usefulness of grammar is also to learn the correct way to gain the expertise in a language in a language in oral and written form.

Vocabulary is a foundation aspect of language proficiency and provides much of the basic for how well learners speak, listen, read and write. Without an widely vocabulary, the learners often gain less than their potential and may be discouraged from making use of language learning opportunity around them such as listening to the radio, listening to the native speakers and using the language in different contexts, reading or watching television.

Comprehension oral language is not just speaking. It is a large set of skills that encompasses listening comprehension, understanding and producing complex language, vocabulary and word knowledge, grammatical knowledge, phonological skill, and much more. Dr Rebecca, B. Branstetter 2013. From the statement above it can be said that if someone

Teachers should concern on the both fluency and accuracy so that the learners understand how to produce utterances. In accordance with Nunan (2003) notion of fluency and accuracy, he points out that accuracy is speech that matches with what people actually say in using target language. Fluency is using language quickly and confidently, by producing few hesitation so conversation will run with natural pauses, false starts, etc. According to Mazouzi (2013), learners' activities should be designed based on an equivalence between fluency and accuracy achievement. Both fluency and accuracy are important elements of communicative approach. Classroom practice can help learners develop their communicative competence. So they should know how the language system works appropriately.

The first characteristic of speaking performance is fluency and it is the main aim of teachers in teaching speaking skill. According to Hughes (2002), fluency is the learners' ability to speak in understandable way in order not to break down communication because listeners may lose their interest. Hedge (2000) expressed that fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation.

The second characteristic of speaking performance is accuracy. Learners should be fluent in learning a foreign language. Therefore, teachers should emphasize accuracy in their teaching process. Learners should pay enough attention to the exactness and the completeness of language form when speaking such as focusing on grammatical structures, vocabulary, and pronunciation (Mazouzi, 2013).

According to Thornbury (2005), learners' correct use of grammatical structures requires the length and complexity of the utterances and the well-structured clauses. To gain accuracy in terms of vocabulary means to select suitable words in the suitable contexts. Learners sometimes apply similar words or expressions in various contexts which do not mean similar things. So learners should be able to use words and expressions correctly.

### 2.3 Students Engagement

Kuh et al. (2007) defined student engagement, as students are active to participate inside as well as outside classroom activities, which hints to a range of measurable outcomes. Meanwhile, Krause and Coates, (2008, p. 493) also Hu and Kuh (2001, p. 3) clarify the objectives of engagement is to achieve students learning outcomes by devoting their time and effort to do the activities that contribute directly. Trowler (2010, p. 3) affirms student engagement with active participation done by the students through their time in the classroom. Both students and their institutions ought to participate the students' interaction between the time, effort, and other relevant resources. It intended to expand students' experience and enhance their learning outcomes. In focusing on engagement at a school level, Fredricks, Blumenfeld and Paris (2004, 62-63), identify three components of student engagement, discussed as follows; **Behavioral Engagement.** Involvement in learning and academic tasks is student behaviours related to concentration, attention and persistence, effort, asking questions, and contributing to class discussions. **Emotional Engagement.** Emotional engagement ties situations and builds students' desire to study by involving their response to teacher, peers, course content and to the class which includes students' interest and values (Fredericks et al: 2004, Bryson &Hand, 2007; Gunuc&Kuzu, 2014). **Cognitive Engagement.** Cognitive engagement refers to students who invest in their own learning in a matter of determining their needs and enjoying the mental difficulties (Fredrick et al. 2004, Gunuc &Kuzu, 2014).

## 3. Research Method

This study is a qualitative case study. According to Sturman (1997, p: 61), a case study is a general term for the exploration of an individual, group or phenomenon. It describes the data attained from the observation of the teachers–student's interaction, interview for students and teacher. The beneficial one of the case study is give the deeply analysis to individual, group, case. Lindvall (2002). It means that this study should focused to see all of the phenomena that will happen during conducting the research. Most of the data will be presented or described by using words, phrases, sentences, and not in statistical form.

### 3.1 Participant and Settings of Research

The participant of the study will be selected on purpose, because this study has specific aim to choose the

participants. To support the sampling used in this study, Patton (2012) states that a purposive sampling is a technique used in qualitative research for collecting the information the most effective use of limited sources. The subjects of this study are two Senior High School teachers from two different schools and 20 students from each class from those different school. They should fulfilled some criteria to be the participants. Thus the criteria for the teachers which met them were: The teachers should be experienced. They had five years' experience in teaching English. Within the time, the teachers already had the experience to hand students in order to help them acquire second language, assisted them to learn, the teachers also could overcome various problems, and they could organize a classroom situation that would gain the learning outcomes.

The teachers had completed the S1 degree. This criterion made the teachers already prepared by knowledge and skills in teaching English to EFL students. Thus, they were adjust to be ready to implement Macro Strategies as the main point for this study. Teachers participated in professional organization actively. This criteria helped the teachers to develop themselves to be more professional through sharing ideas with their colleagues, learning from the outer world and other situations beside their school environment are good to increase their knowledge to be facilitator and tutor for their students. Teachers should follow the activities that support the education at least 2 times a year.

The teachers might have good score in UKG (Teacher Competency Test and teachers got score 7). High score teachers were needed in this study as the parameter of academic and cognitive competences. Rationally, the teachers who had examined in the pedagogy and the professional competence matter thus, they could implement their knowledge and skills to perform in their fieldwork. It can be said that they knew what they wanted to do, how they did it, when they did it, and why they should do it in matter of helping their students to gain the learning objectives.

Some criteria were also made for the students. The criteria for the chosen students were: The students should be in the eleventh grade. This grade was not as busy as them who are in the twelfth grade because they should prepare the national exam. Also the headmasters only allowed the eleventh grade as the participant in this study. Moreover, eleventh grade students had more knowledge than grade tenth. All students in the classes were as the participant. All of the students were chosen in order to collect valid, reliable, and accurate analysis. Students are active in taking part of English-based activities conducted by the teacher at school.

#### 3.1.1 Settings

The research will be done in two different schools, the two schools used as the setting of this study are SMA A and SMA B which are located in Ambon. These schools have good reputation in the district.

#### 3.1.2 Instrument

There were observation and interview as the instrument in this study. Instrument employed in gaining data for research question 1 and 2 were observation (checklist and sheet or field note), interview (to teachers and students), document (lesson plan, English materials, task, and assessment), and images (photo and video). Observation check list was consisted of attainment information about the implementation of macro strategies that the teachers applied in the class, also to know the reason in implementing the strategies. Research question 3 strained to investigate the extent of Macro Strategies applied by teachers to facilitate students speaking skill. The data was obtained by observing students speaking skills application in building communication with their teacher and or friends. Research question 4 was a utensil to investigate students' engagement as the result of teachers exposing in using the strategies. Thus, the last data was collected through interview. Interview to students was conducted to collect information about students' opinion of teachers strategies used in the classroom.

#### 3.1.3 Data of the Study

Based on research questions, this study have some data to be analyzed. Because research question 1 and 2 explores teachers' macro strategies implementation and its process in the classroom, thus observation is needed. Observation used in this study is checklist sheet of macro strategies procedure and document of teaching process in the form of audio and video data. The result of the observation can be used as the data of this study. The next data is interview result with teachers is to clarify the reason of teachers in using the strategies. Research question 3 and 4 is trying to investigate the extent of macro strategies used by teachers to facilitate students speaking skill and to investigate students' engagement as result of teachers exposing in using the strategies. This study provides interview with the students' types of instruments to collect the data. They are observation, interview to teachers' interview and to students. Research Question 1 and 2 apply: observation and interview to teachers and students. Meanwhile, research questions 3 and 4 will be used interview. In this study teachers and students are the source of data.

#### 3.1.4 Data Analysis

Gathered data will be analyzed by using several steps suggested by Cresswell (2003: p. 191) as follows;





#### 1. *Organizing and Preparing Data for Analysis*

Data was classified based on the research question in order to ease the analysis. Then, data specified into the meeting of observation to avoid confusion and data overlapping. Next, prepared the data to be analyzed step by step to answer the research questions.

#### 2. *Reading data*

The second step was re-read data to check whether it has already had the sufficient needs. The checking and rechecking were done several times in the process of adding, omitting, and revising in order to gain final result.

#### 3. *Coding Process*

The next step was detailed analysis with coding process. Written the certain codes of the data from field notes and transcript of the observation. The data then explained in the form of words, phrases, and sentences in order to reach good comprehension. The example of data codes are;

MLO	=	Maximizing Learning Opportunities,
COM	=	Comprehension,
SE	=	Students Engagement,
CG	=	Cognitive,
SI	=	Share Ideas,
E	=	Emotional,
T1	=	Teacher of SMA Negeri 1
TS	=	Teacher of SMA Negeri Siwalima
/	=	pause about 1-3 seconds
//	=	pause about 4-6seconds

#### 4. *Interpreting data*

Interpreting data was a way in deliberating data into this study in description data. The description data was about the emergence of Macro Strategies implemented by the teachers, the consideration of teachers in selecting the strategies, analyzing students' speaking skill achievement after the implementation, and exploring students' engagement.

#### 5. *Reporting the Result*

The last procedure is writing the result report, after analyzing and interpreting data. Result report is written to elaborate and clarify the finding of the research taken from the process in gathering data. Reporting result is presented to answer the research questions. Reporting the result means a kind of responsibility in conducting research. Then the conclusion comes after presenting the result of the study and giving the recommendation to the person who can take the significant of the study.

### 4. **Result and Discussion**

As the finding is still open to consideration, thus it affects to the result of the research. From preliminary research showed that not all teachers applies the macro strategies and the indicators of the strategies in the class. Teachers said that when they taught English to students they only apply some of the strategies, as they need. Moreover, teachers are difficult in applying some strategies, they are Activating Intuitive Heuristic, Minimizing Perceptual Mismatches, Fostering Language Awareness, Contextualizing Linguistic Input, and Raising Cultural Consciousness.

Most students still do not have intuitive heuristic in observing and analyzing mistake they made in producing language. It made them difficult to develop their language performance and skills. While, the teachers also difficult to stimulate the students to have awareness to see the mistakes they made. Minimizing perceptual mismatches is also becomes one of teachers and students barriers. It is because not all teacher have ability in knowing their students personal perspective on learning objectives. Thus deliberating more about the learners' personal perspectives on classroom objectives and events earlier can make teachers understand the probable sources that could give potential mismatches between teacher intention and learner interpretation.

When teachers are able to nurture and enhance their students to be aware on the foreign language they learn, students will be brave to propose questions about the language and the role of the language in social live. Sometimes, teachers are fail in transporting language they learn to the application of language in the social live.

Contextualizing linguistic is strategy about how the language usage and are formed by linguistic, social, and cultural context. The failure of teaching process in taking the real world live of the language to the class make the students miscarry the meaning, the usage and the application of the language.

The insensitivity of teachers in teaching English as foreign language about structure and the use of language

culturally beget the students difficult in reflecting their own culture to the target language they learn. This circumstance is a challenge for teachers to take along the world into the classroom with all the barriers they have. By fully introducing and accommodating the diversity of cultures within languages, students will know that there are hundreds different cultures in the world that should be fully respected.

Teachers are also agree that macro strategies give impact to students' engagement in cognitive, emotional, and behavioral. At least, students have better cognitive development than before by applying the strategies. Their speaking skill is also increase and they becomes bit aware. Students are also have confidence in speaking and practice it with their friends and their English teacher for simple topic. Students are also more ready in learning English and their behavioral progress show that they always prepare their selves at night before the English class start in the next morning.

## 5. Conclusion

Because the conclusion and suggestion related to the finding, consequently this article will merely sum the tentative existed result. This study is limited t to ten (10) of Macro Strategies proposed by Kumaravadivelu. It is applied to students of grade XI in Ambon. From all strategies of macro strategies from Kumaravadivelu, not all teachers applied the indicators. Teachers' consideration were varied in selecting the strategies. Educational background, teaching experience, row input of the students and school facilities became the core reasons of not conducting all strategies. It was also found that students' engagement in cognitive, emotional, and behaviour were increasingly better as they felt learning was fun and interesting. Students' speaking skill were also showing step up even though not in significant result to all students.

This study has both theoretical and practical significance concerning to the teaching strategies. Theoretically, the result of this study can give valuable contribution for the development of theory in teaching strategies thus it can be a good reference for the further researches, especially in giving contribution to teachers in providing variety of strategies.

Practically, this study is expected to give valuable consideration to English teachers at senior high schools, especially in Ambon city in determining the appropriate teaching strategies in teaching English to increase students' speaking skill. Teachers should prepare themselves before facing the students academically. Teachers' creativity in developing the strategies will give big contribution in delivering materials to students. Limitation facilities of school should not be a barrier for them to give different learning experience to students. This study can also be a reference for teachers to perceive their students' engagement in learning English in speaking class.

Suggestion for further research, it would be better for anyone who applies Kumaravadivelu theory as the focus of research should consider the research method to gain deeper result of study.

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